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PROGRESS REPORT ON THE FOLLOW-UP TO THE WORLD SUMMIT FOR CHILDREN

SUMMARY

As the mid-point of the decade of the 1990s approaches, there are indications that a majority of countries are "keeping the promise" of the World Summit for Children. Those countries are expected to achieve a majority of the mid-decade goals. The present report summarizes the state of progress towards both the decade and mid-decade goals and reviews the status of national programmes of action and the Convention on the Rights of the Child. It also provides a brief review of major World Summit follow-up activities globally and in each region, the status of inter-agency collaboration, the role of non-governmental organizations and the private sector in keeping alive the promise of the Summit, and the situation as regards resources for this collective effort. It concludes with some recommendations on the mid-decade progress review called for by the World Summit Plan of Action.

* E/ICEF/1995/13.

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INTRODUCTION

1. The World Summit for Children, held at United Nations Headquarters in New York on 29 and 30 September 1990, brought together 71 heads of State or Government, together with delegations from an additional 88 countries led by ministers and ambassadors, to focus on children around the world. They issued a World Declaration on the Survival, Protection and Development of Children and endorsed a detailed Plan of Action for Implementing the World Declaration on the Survival, Protection and Development of Children in the 1990s in order to reach ambitious but achievable goals for the year 2000. 1/

2. General Assembly resolution 45/217 of 21 December 1990 welcomed the adoption by the World Summit for Children of the World Declaration and the Plan of Action and urged (a) all States and other members of the international community to work for the achievement of the goals endorsed therein; (b) the donor countries especially to assist developing countries in achieving those goals; and (c) all relevant organs and agencies of the United Nations system, including their governing bodies, to provide support for the follow-up of the World Summit for Children. The present report discusses progress made in these and related areas since January 1994, when the previous progress report was prepared (E/ICEF/1994/12).

3. The goals and objectives of the World Summit for Children have been endorsed by subsequent high-level meetings such as the United Nations Conference on Environment and Development, held in Rio de Janeiro, Brazil, in June 1992; the International Conference on Nutrition, held in Rome, Italy, in December 1992; the International Conference on Population and Development (ICPD), held in Cairo, Egypt, in September 1994; and the World Summit for Social Development (WSSD), held in Copenhagen, Denmark, in March 1995.

4. In 1992, sets of mid-decade goals were adopted by the Organization of African Unity (OAU) International Conference on Assistance to African Children (ICAAC), held in Dakar, Senegal; the South Asian Association for Regional Cooperation (SAARC) Second Conference on Children, held in Colombo, Sri Lanka; and the League of Arab States meeting, held in Tunis, Tunisia. Each set of mid-decade goals subsequently received summit-level endorsement by OAU, SAARC and the Ministerial Councils of the League of Arab States. In February 1993, the UNICEF/World Health Organization (WHO) Joint Committee on Health Policy (JCHP) adopted a set of mid-decade goals, derived largely from those of OAU and SAARC, which were endorsed subsequently by the Executive Boards of WHO and UNICEF (E/ICEF/1993/14, decision 1993/16) in May 1993. At the same session, the UNICEF Executive Board also endorsed the year 1995 as a target date for every State in the world to have become party to the Convention on the Rights of the Child (E/ICEF/1993/14, decision 1993/13), as did the World Conference on Human Rights in Vienna, Austria, a month later. 2/

5. In September 1993, on the third anniversary of the World Summit for Children, a Round Table on Keeping the Promise to Children, convened by the Secretary-General, was held at United Nations Headquarters in New York. Seven heads of State or Government, along with special envoys and foreign ministers from another 17 countries, renewed their commitment to the goals for the decade and endorsed the mid-decade targets. The East Asia and Pacific Ministerial Consultation on Goals for Children and Development in the 1990s, held in Manila, Philippines, endorsed the goals in September 1993. Also calling for the achievement of the mid-decade goals were the Francophone Summit, held in Mauritius in October 1993; the Commonwealth Summit, held in Cyprus in October 1993; and the meeting of Non-Aligned Movement Foreign Ministers, held in Cairo, Egypt, in June 1994. The Second Meeting on Children and Social Policy in the Americas in Santa Fe de Bogotá, Colombia, adopted the mid-decade goals in the Nariño Accord, which was endorsed subsequently at the December 1994 Summit of the Americas.

6. At its 1994 annual session, the UNICEF Executive Board invited all countries to review their national programmes of action (NPAs) to ensure that the mid-decade goals are appropriately incorporated into their national planning processes and that sufficient priority and resources are devoted to their achievement (E/ICEF/1994/13, decision 1994/A/2). The mid-decade goals are listed in paragraphs 9-22 below.

I. PROGRESS TOWARDS ACHIEVEMENT OF THE GOALS FOR CHILDREN

7. The year 1994 was one of continuing civil conflict in many countries of the world as well as one in which new man-made and natural disasters afflicted children. These emergency situations have increased deaths, worsened health, impeded normal development and reduced protection for millions of children. They also have diverted badly needed national and international resources for keeping the promise made at the World Summit for Children. Nevertheless, an intensive region-by-region, country-by-country review conducted in mid-1994 with all UNICEF field representatives indicated that more than 100 of the developing nations, with over 90 per cent of the developing world's children, are making significant practical progress towards the goals that were adopted in 1990. In particular, the assessment suggested that, despite the many set-backs in various parts of the world, there is an increasingly good prospect that a majority of "the promises" will be kept for the great majority of the world's children.

8. The momentum for these achievements was built around the child survival and development efforts of the 1980s. The acceleration of the expanded programme on immunization in the 1980s, intensified efforts to disseminate knowledge and use of oral rehydration therapy (ORT), the drive to reverse the trend away from prolonged breast-feeding and increased promotion of family planning and other basic health initiatives gave the World Summit for Children, as it were, a running start. Following is a list of the mid-decade goals and the status of progress towards achieving them.

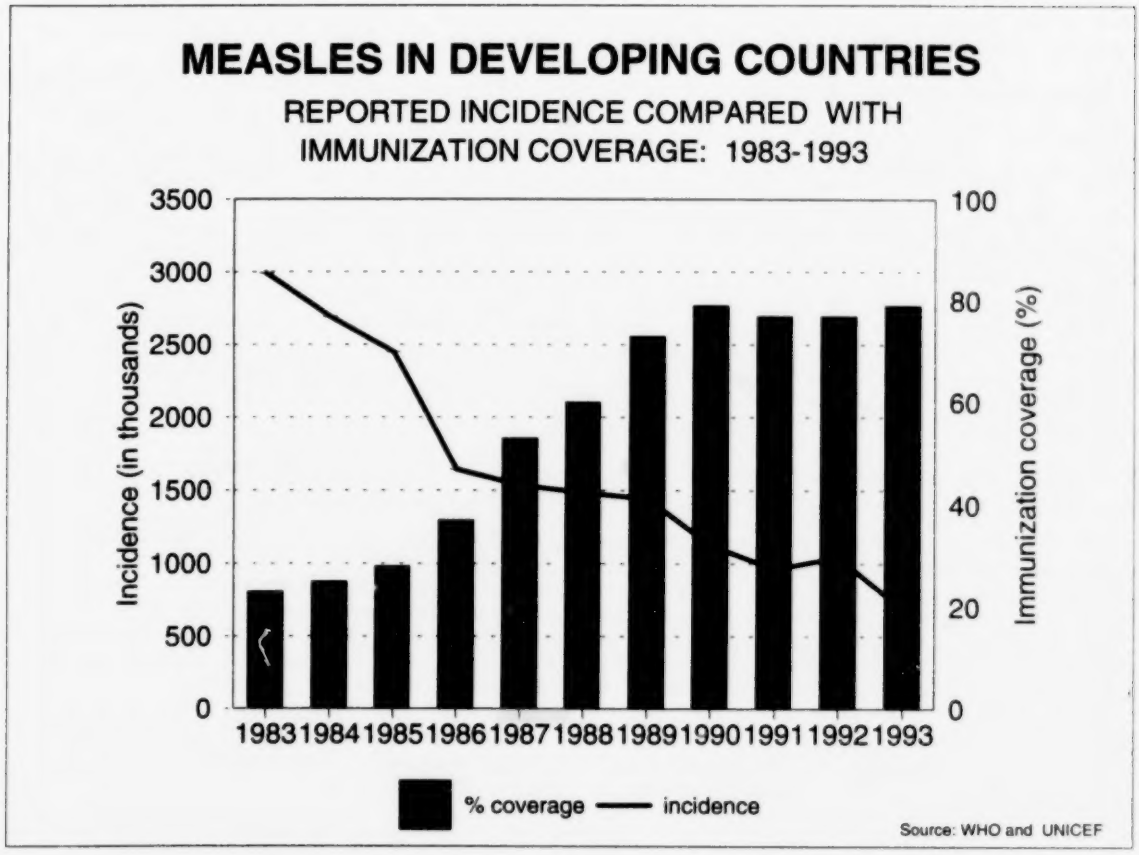
Elevation of immunization coverage of six antigens of the expanded programme on immunization to 80 per cent or more in all countries

9. In 1993, some four fifths of the developing countries which achieved the universal child immunization (UCI) goal in 1990 had either maintained 80 per cent coverage of all infants or raised coverage still higher. Overall, more children are now fully immunized than ever before, preventing some 3 million child deaths every year. The slippage from UCI levels which has occurred has taken place mostly in Africa, which needs intensified action and assistance to sustain and surpass its 1990 achievement.

Reduction of deaths due to measles by 95 per cent and reduction of measles cases by 90 per cent compared to pre-immunization levels by 1995, as a major step to the global eradication of measles

10. WHO and UNICEF believe that a majority of developing countries are likely to achieve this goal by the end of 1995. The mid-1994 UNICEF assessment indicated that 54 countries are on track to achieve the goal and 38 others could do so with an acceleration of existing efforts. If the 1995 goal is achieved, measles deaths will drop below 500,000, down from over 1 million in 1990 (see figure I below).

Figure I


MEASLES IN DEVELOPING COUNTRIES
REPORTED INCIDENCE COMPARED WITH
IMMUNIZATION COVERAGE: 1983-1993
Incidence (in thousands)
3500
3000
2500
2000
1500
1000
500
0
100
80
60
40
20
0
Immunization coverage (%)
1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993
% coverage
incidence
Source: WHO and UNICEF

Elimination of poliomyelitis in selected countries and regions

11. Forty-three out of 55 developing countries that made the commitment to become poliomyelitis-free by the end of 1995 are on target to achieve that goal. The western hemisphere was certified in September 1994 as the first region to become poliomyelitis-free, and East Asia and the Pacific, North Africa and the Middle East are likely to come close to achieving the mid-decade goal. From 400,000 poliomyelitis victims in 1983, the annual toll has dropped to just over 100,000 (see figure II below).

Virtual elimination of neonatal tetanus by 1995

12. One half of the world's developing countries, some 50 of them, are likely to achieve the 1995 goal of the elimination of neonatal tetanus, and 32 other countries could achieve the goal with a major renewal of effort. In 10 years, recorded infant deaths from neonatal tetanus have been reduced from more than 1 million per year to just over 500,000.

Achievement of 80 per cent usage of oral rehydration therapy and continued feeding as part of the programme to control diarrhoeal diseases

13. Continued feeding was added to the indicator in 1993 by agreement between UNICEF and WHO. The use of ORT in developing countries averaged 44 per cent in 1993, but 44 nations are on track to achieve the 80 per cent usage target by the end of 1995. Deaths from dehydration due to diarrhoea have fallen from 4 million per year to less than 3 million per year owing largely to the use of ORT. The death toll from recent epidemics of cholera in countries such as Afghanistan, Bangladesh, Nicaragua and Peru would have been much worse were it not for the widespread use of ORT. Mexico reduced its under-five mortality rate due to diarrhoea by 56 per cent in just three years owing largely to the increased use of ORT.

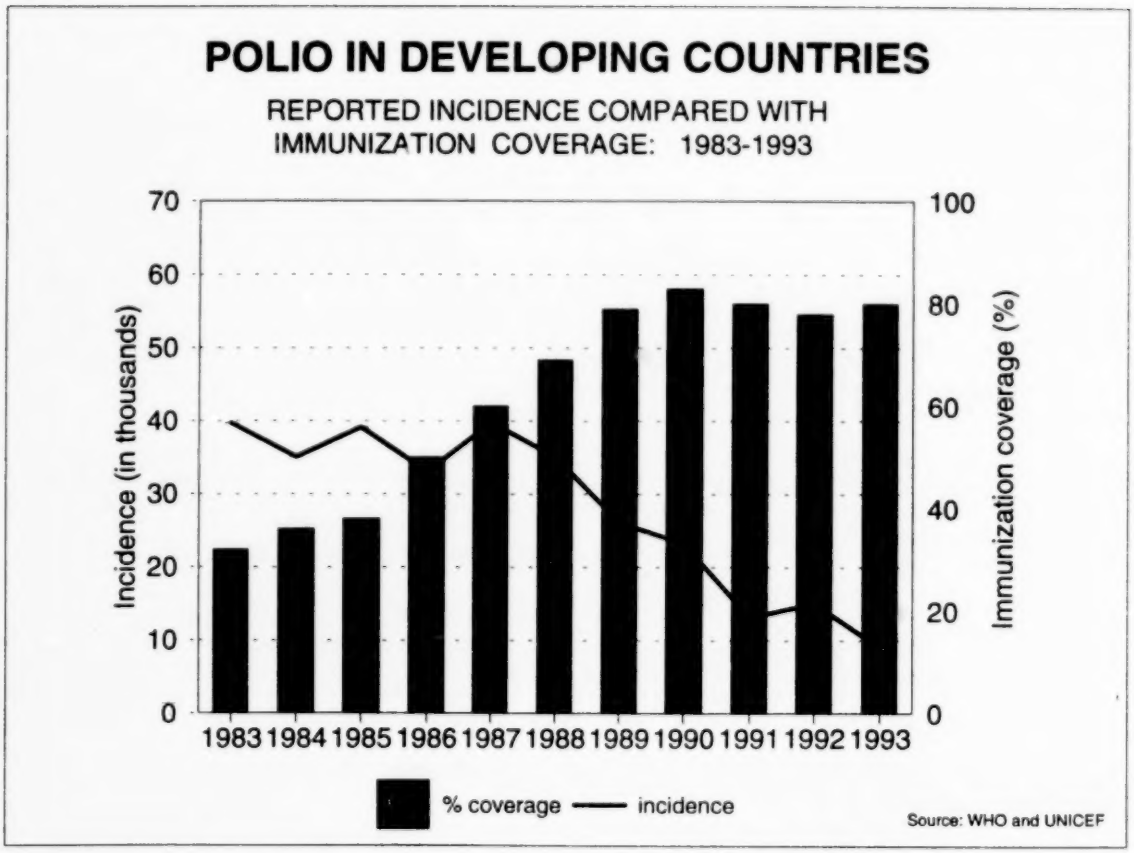
Strengthening of basic education so as to achieve reduction by one third of the gap between the current primary school enrolment/retention rate and the year 2000 goal of universal access to basic education and achievement of primary education by at least 80 per cent of school-age children, and reduction of the 1990 gender gap in primary education by one third

14. According to the mid-1994 UNICEF review, 42 of 95 countries have achieved or are on target to achieve this goal. New commitments to the 80 per cent goal were made in 1993 and 1994 by the presidents or prime ministers of nine of the most populous nations of the developing world. Figures for 1992 suggest that the proportion of the developing world's children now completing at least four years of primary school has reached 71 per cent overall.

Reduction of 1990 levels of severe and moderate malnutrition by one fifth or more

15. On the basis of information from 87 developing countries, UNICEF considers that 21 countries are on track to achieve this target. Another 40 countries could achieve the target with an acceleration of already existing national efforts. Overall, 16 developing nations have now reduced child malnutrition to the point at which fewer than 10 per cent of children are more than two standard deviations below the expected weight-for-age.

Figure II


POLIO IN DEVELOPING COUNTRIES
REPORTED INCIDENCE COMPARED WITH
IMMUNIZATION COVERAGE: 1983-1993
Incidence (in thousands)
70
60
50
40
30
20
10
0
100
80
60
40
20
0
Immunization coverage (%)
1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993
% coverage
incidence
Source: WHO and UNICEF

Ending and preventing free and low-cost supplies of breast-milk substitutes in all hospitals and maternity facilities, and assisting target hospitals and maternity facilities to achieve "baby-friendly" status in accordance with Baby-Friendly Hospital Initiative global criteria

16. Of the 72 developing countries which previously allowed free or subsidized infant formulas to be distributed in hospitals and maternity clinics, all but 1 have banned the practice as of September 1994. Global consensus on the International Code of Marketing of Breast Milk Substitutes was reached in the World Health Assembly with resolution WHA47.5 of 1994. In 57 out of 102 developing countries, the action taken to date makes it likely that almost all major hospitals will have agreed to follow the "10 steps to successful breast-feeding" by the middle of the decade. A total of some 4,000 hospitals are likely to be certified as "baby-friendly".

Universal iodization of salt in countries affected by iodine deficiency disorders

17. Of the 94 countries affected by iodine deficiency disorders (IDD), the great majority are now implementing national plans for the iodization of all salt, and 58 countries are now on track to achieve the goal of iodizing 95 per cent of salt supplies before the end of 1995. Those 58 countries are home to almost 60 per cent of the developing world's children. Another 32 countries could achieve the 1995 goal with an extra effort. For the most part, large salt producers already are iodizing salt or installing machinery to do so. Efforts are now focusing on the thorny problem of helping small-scale producers to iodize their product.

Virtual elimination of vitamin A deficiency by ensuring that at least 80 per cent of all children under 24 months of age in areas affected by vitamin A deficiency receive adequate vitamin A

18. Of the 67 nations where vitamin A deficiency is a serious problem, 35 are likely to come close to eliminating the problem by the end of 1995. Approximately two thirds of all children at risk for vitamin A deficiency live in those 35 countries. This micronutrient disorder can increase child deaths from common diseases by as much as 25 per cent. In addition to deaths averted, achievement of the goal by these countries is likely to save the eyesight of 200,000 children a year.

Increasing water supply and sanitation so as to narrow the gap between 1990 levels and universal access by the year 2000 by one fourth in the case of water supply and one tenth in the case of sanitation

19. Reports from 93 nations suggest that progress commensurate with reaching the goal of clean water supplies for all is being made in approximately 40 countries. For safe sanitation, perhaps only one third of the developing countries are likely to reach the goal, according to present trends.

Interruption of dracunculiasis (guinea worm disease) transmission in all affected villages by the end of 1995

20. Surveillance data from 1993 show a 25 per cent reduction over 1992 in the number of villages where the disease is considered endemic. Overall, the figures suggest that the total number of people suffering from guinea worm disease is now well under 1 million - a reduction of some 90 per cent since the late 1980s (see table 1 below).

21. There is every chance that, by the end of 1995, the number of cases of guinea worm disease will have been reduced by 95 per cent as compared to 1990 levels, and that the disease will have been eradicated from Asia and most of

East Africa, leaving a few pockets in West Africa and in the strife-torn areas of southern Sudan. It is hoped that transmission of the disease will be eliminated by 1997 and eradication achieved by the year 2000.

Table 1. Reduction in cases of guinea worm disease in five countries

Country	Number of cases	Year	Number of cases in 1993
Nigeria	653 000	1988	76 000
Ghana	180 000	1989	18 000
India	31 000	1985	800
Pakistan	1 100	1988	2
Cameroon	871	1989	72

Source: UNICEF, Progress of Nations, 1994.

Ratification of the Convention on the Rights of the Child by all countries by 1995

22. World leaders who signed the Declaration of the World Summit for Children promised to work for early ratification of the Convention on the Rights of the Child. As of 4 April 1995, 173 countries had become States parties to the Convention. Thus, 94 per cent of the world's children are now covered by ratification of the Convention on the Rights of the Child (see table 2 below). Although children's rights continue to be violated in many places and in many ways, the legal groundwork for improving their situation is now solidly in place.

Table 2. Percentage of children covered by ratification of the Convention on the Rights of the Child by region as of 4 April 1995

Region/country	Percentage
Asia	80.0
Latin America and the Caribbean	98.3
Middle East and North Africa	80.8
Sub-Saharan Africa	91.7
Central and Eastern Europe and the Commonwealth of Independent States	100.0
Industrialized countries	64.1
Global average weighted for child population per country	93.7

23. Individual countries and regional groups have sometimes adopted other goals for the mid-decade as well, some of them more ambitious than those discussed in paragraphs 9-22 above.

24. Achievement of these mid-decade goals also will spur efforts to achieve other goals for the year 2000 for which no global mid-decade target was established. A significant change in maternal mortality is still to be registered, although a consensus on low-cost approaches is evolving rapidly. Progress against pneumonia, now the leading killer of children, is still too slow. However, many countries are now setting up systems and training health workers to diagnose and treat pneumonia, so that the goal of a one third reduction in cases of acute respiratory infections can be reached by the end of the decade. Altogether, the progress indicated by the mid-1994 review means that an estimated 2.5 million fewer children will die in 1996 than in 1990. It also means that tens of millions will be given a fighting chance to realize their full potential.

25. In order to ensure accurate reporting of progress towards the achievement of the goals of the World Summit for Children, UNICEF, in collaboration with WHO, the United Nations Population Fund (UNFPA), the United Nations Statistical Office, the United States Centers for Disease Control and Prevention and the London School of Hygiene and Tropical Medicine, has issued guidelines and a practical handbook for multiple indicator cluster surveys, an agile and affordable tool for use by countries in monitoring progress and guiding the management of efforts to achieve the goals. As of February 1995, some 50 countries have indicated plans to carry out such surveys in the subsequent months. China, for example, planned to complete such surveys by March 1995, early enough in the year for the State Statistical Bureau to process the data and enable authorities to take special measures in areas where progress towards achievement of certain goals may be lagging.

II. PROGRESS IN THE PREPARATION OF NATIONAL PROGRAMMES OF ACTION

A. Status of preparation

26. The Plan of Action of the World Summit for Children called upon all Governments to prepare NPAs to implement the commitments undertaken in the World Summit Declaration and the Plan of Action itself. The status of preparation of NPAs as of 15 February 1995 is presented in table 3 below.

27. The vast majority of developing countries have completed their NPAs. Except for some small-island developing States, most of the countries that have not reported any action are those affected by war, disaster or other extreme difficulties. The smallest proportion of completed or draft NPAs is among the countries of Central and Eastern Europe and the Commonwealth of Independent States, many of which were not represented separately at the World Summit for Children. Nevertheless, 25 of those 27 countries have signed the World Summit Declaration and 12 of them are in the process of preparing NPAs. Six of the 12 industrialized countries for which no action has been reported have populations of less than 400,000 and four of those less than 30,000. Thus, some 81 per cent of the world's children are now covered by NPAs that have been finalized, and 93 per cent of the world's children are now covered by NPAs that are completed or in draft.

28. Two phenomena attest to the fact that NPAs in many countries are part of a living process, rather than just documents that, once completed, are left to gather dust on ministry shelves. One of those phenomena is the frequent revisions to which NPAs are subject. Countries have revised or are revising their NPAs to bring them up to date with recent developments, to improve one or

Table 3. Status of completion of national programmes of action by region as of 15 February 1995

Region/country	Finalized	In draft	Preparation under way	No action reported	Total	Percentage of child population (under 16 years) in region covered by: Completed NPAs	NPAs completed or in draft
Asia	20	5	2	7	34	96	98
Latin America and the Caribbean	23	3	6	1	33	65	98
Middle East and North Africa	15	4	1	1	21	87	94
Sub-Saharan Africa	28	10	5	3	46	65	98
Central and Eastern Europe and the Commonwealth of Independent States	0	2	10	15	27	-	38
Industrialized countries	14	2	2	12	30	77	88
Total	100	26	26	39	191	81 (of global child population)	93 (of global child population)

another portion of the programme or to incorporate mid-decade goals. Among those countries are Algeria, Bolivia, Burkina Faso, Burundi, Cameroon, the Central African Republic, Chad, Costa Rica, the Côte d'Ivoire, the Dominican Republic, El Salvador, Guinea, Guinea-Bissau, Honduras, Kenya, Malawi, Maldives, the Marshall Islands, Mauritania, Sri Lanka, Trinidad, the United Republic of Tanzania and Venezuela.

29. The second phenomenon is that of the "active draft". In a number of cases, the NPA remains in draft stage but continues to move towards finalization while actions to implement it already are being carried out. This is the case in Brazil, for example, where State plans of action have already been completed, while the NPA itself remains in draft form. Another group of countries in this category are those where the preparation process was halted due to difficult political or emergency situations, but where the process has been initiated or resumed as stability returns. Countries with "active drafts" include Cameroon, Cape Verde, Eritrea, Ethiopia, Lesotho, Guyana, Iraq, the Lao People's Democratic Republic, Lebanon, the Marshall Islands, Oman, the Solomon Islands, Togo and Vanuatu.

B. Developments at subnational levels

30. Perhaps the most remarkable development since the previous update is the widespread effort to decentralize the NPA process to provincial and municipal levels. Action programmes at provincial and/or municipal levels are known to be under development in 50 countries and planned in an additional 26. Every province in China has signed a contract with the National Coordinating Committee for Children and Women to prepare its own programme of action. Every State in

India has been directed to do likewise; eight States have completed plans of action and another seven have these plans in draft form. In Latin America, 16 out of 24 countries surveyed by UNICEF are carrying out some form of decentralization of the NPA process. In the two largest countries of Latin America, Brazil and Mexico, virtually all States are involved. Provincial governors in the Philippines have signed a Declaration of Commitment for Children in the Countryside, in which they pledge to implement provincial plans of action, mobilize resources for those plans and produce annual progress reports for the President.

Table 4. Selected indicators for 50 countries with decentralized national programmes of action

Indicator	Number of countries
Level of decentralization	
Provincial or State level only	15
Municipal level only	7
Both levels	28
Coverage	
Whole country	24
Selected areas	26
Institutional participation	
Provincial/local government heads	17
Provincial/local government institutions	43
Other local institutions	34
National institutions	34
Non-governmental organizations	32
International agencies	16

31. In December 1994, more than 40 mayors from around the world gathered in Paris, France, for the Third International Colloquium of Mayors, Defenders of Children, to review the activities they have undertaken for the benefit of children. The declaration they adopted recognizes the Convention on the Rights of the Child as the framework for their commitment to promote and support child rights in three main areas - protection, health and education. For each of those areas, the mayors agreed to hold annual sessions in each of their cities to review the progress being made. Mayors of south-east Asian cities, including Phnom Penh and Yangon, met in Bangkok, Thailand, in October 1994; they committed themselves to pool efforts for child rights and child protection and against poverty.

32. At a nationwide meeting in August 1994, Brazilian mayors signed a manifesto in favour of children, and many of them expressed the intention to prepare municipal plans of action. In Honduras, all of the country's 291 mayors joined with 18 governors in a national Pact for Childhood to implement local systems for ensuring the rights of the child and the NPA. In Nicaragua, 33 mayors from all political parties made commitments to prepare municipal plans of action for children and formed a national commission to monitor progress

towards achievement of the mid-decade goals. The first Venezuelan national meeting of Mayors Working to Protect Children took place in Caracas in April 1994, with the participation of 70 of the country's mayors.

III. PROGRESS ON RATIFICATION AND IMPLEMENTATION OF THE CONVENTION ON THE RIGHTS OF THE CHILD

33. The vast majority of countries whose leaders pledged in the Summit Declaration to work for early ratification of the Convention on the Rights of the Child have honoured that pledge. As of 4 April 1995, 173 countries had ratified the Convention and an additional 6 had signed it, Botswana, Malaysia, Qatar and Turkey being the most recent to ratify and the United States of America being the most recent signatory. This Convention now has the highest number of ratifications of any international convention in history. As noted in paragraph 22 above, 94 per cent of children in the world are now covered by ratification of the Convention (see table 2 above).

34. The Committee on the Rights of the Child has received some 50 country reports on implementation of the Convention and had reviewed more than 30 of the reports as of mid-February 1995. An analysis of the Committee's observations and reports from UNICEF field offices shows that many Governments have initiated a process of legislative reform and enactment of laws to harmonize national legislation with provisions of the Convention. The majority of States parties which reported to the Committee are establishing coordinating committees to monitor implementation of the Convention at national levels, and many at provincial, district and even village levels as well. These committees are helping to systematize the collection of data for monitoring implementation and to formulate policy for child development in national development plans. Governments also are demonstrating increased openness to dialogue with non-governmental organizations (NGOs), especially regarding the promotion of public awareness of children's rights.

35. The seventh summit of the 52-member Organization of the Islamic Conference (OIC), held in Casablanca, Morocco, in December 1994, for the first time endorsed a Declaration on Child Rights and Child Care in Islam. The Declaration called for ratification of the Convention by OIC member States that have not already done so by the end of 1995.

IV. HIGH-LEVEL COMMITMENT TO KEEPING THE PROMISE OF THE WORLD SUMMIT FOR CHILDREN

36. In September 1994, the Secretary-General submitted to the General Assembly a third report entitled "Implementation of General Assembly Resolution 45/217 on the World Summit for Children", 3/ providing information on plans prepared and actions taken by individual countries and the international community in response to the World Summit as at mid-July 1994.

37. High-level reviews to assess progress in implementation of NPAs are becoming more common, following the example of Mexico where, during his term of office, President Salinas de Gortari presided over seven public NPA evaluation meetings. The President of the Philippines conducted a mid-decade goal review in October 1994, together with his cabinet, 76 provincial governors, 62 city mayors and a national directorate representing 1,543 municipalities. The President of Turkey held a similar review the same month in the presence of the late UNICEF late Executive Director, James Grant. In May 1994, China held a national conference on NPA implementation, chaired by the State Councillor and Chairwoman of the National Working Committee for Children and Women and attended by vice-governors responsible for social programmes from every province, autonomous region and municipality. The President of Honduras personally

launched the first national report on progress towards the mid-decade goals in June 1994. The President of Mongolia chaired his country's first NPA implementation review in January 1995.

38. The Prime Ministers of Bangladesh, India, Pakistan, Thailand and the United Republic of Tanzania, among others, have all pledged to review regularly progress towards the goals of their NPAs, the Prime Ministers of Bangladesh, India and Pakistan associating themselves in particular with the goals of Education for All. The newly-elected President of Panama signed a pact for children with the NGO community to join in an alliance for child rights and to work for the achievement of the mid-decade goals as a "step toward a just society". Both the President and the Prime Minister of Bangladesh have associated themselves publicly with pledges to achieve the mid-decade goals.

V. REGIONAL DEVELOPMENTS

A. Sub-Saharan Africa

39. The "Consensus of Dakar" 4/ continues to be the principal point of reference for follow-up to the World Summit for Children in Africa and has influenced developments elsewhere as well. In June 1994, the OAU Council of Ministers and Summit of Heads of State and Government, meeting in Tunis, Tunisia, reiterated its support for the Consensus.

40. The Consensus of Dakar was the outcome of ICAAC, held in Dakar, Senegal, in November 1992. The document was signed by delegations of some 44 Governments, most of them led at the ministerial level, together with donor partners from 18 industrialized countries and representatives of international financial institutions, United Nations and regional organizations, and international and African NGOs. In the Consensus, the participating African countries committed themselves to the following: to develop and implement NPAs; to restructure government budgets to support the key goals of their NPAs and to shift resources away from non-productive uses, such as military/internal security expenditures and subsidies for inefficient State organizations; and to support an increase in domestic resource mobilization through such actions as national tax reform and the encouragement of community actions and contributions. The African countries also committed themselves to reaching a set of intermediate goals by 1995.

41. Donor and international financial institutions present at ICAAC also committed themselves to provide resources to support NPAs and to "increasing and sustaining the share of official development assistance (ODA) commitment to social priority sectors by 1995 in line with increasing commitments by African countries ... bearing in mind the level of 20 per cent of ODA for these sectors recommended in the Human Development Report 1992 5/ of the United Nations Development Programme". 6/ Donor partners and international financial institutions also committed themselves to make every effort to promote debt cancellation or relief for African countries.

42. Delegates from 45 African countries, 18 of whom were at the ministerial level, met in Tunis, Tunisia, in January 1995 to review follow-up on the mid-and end-decade goals and called on all countries to report in 1996 on "progress made, using international parameters".

43. African countries continue to implement their commitments to the World Summit for Children and the Consensus of Dakar. In Benin, the NPA is being used as the framework for action in the social sector at round-table discussions on the dimensions of social development. In the Comoros, the United Nations Development Programme (UNDP) resident coordinator has organized several meetings to review NPA progress. In Mauritius, sectoral ministries are developing

specific plans of action and/or projects to implement the NPA. In Ethiopia, a final draft of the NPA awaits the approval of the Council of Ministers. In Sierra Leone, the City Council of Freetown has prepared its municipal plan of action. A consultative conference in early 1994 attended by 150 delegates, including children, from all regions of South Africa agreed upon a set of recommendations for carrying the NPA process forward. Regional health management teams, regional education officers, members of parliament and regional administrators meeting in Swaziland formulated a strategy for drawing up regional plans of action. In Uganda, district plans of action for children are under development, using a participatory development approach, in 8 of the 39 districts. Zambia's NPA was approved by Cabinet in August 1994 and planning for its implementation at district level has begun. In Zimbabwe, provincial strategies are being prepared in workshops at the provincial level and mayors of the major cities are drawing up plans as well.

B. Asia

44. The touchstone for Summit follow-up in South Asia is the Colombo Resolution, 7/ endorsed in April 1993, in Dhaka, Bangladesh, at the Seventh Summit of Heads of State and Government of SAARC, strongly linking it with a collective commitment to eradicate poverty within 10 years. The resolution recommended a set of intermediate targets aimed at catalysing and accelerating progress towards the goals for the decade. The targets include access to, and enrolment in, primary education for at least 80 per cent of boys and 75 per cent of girls, and completion of primary education by at least 50 per cent of girls and boys by 1995; universal use of ORT for home-based treatment of diarrhoea and universal access to oral rehydration salts (ORS) by 1996; progressive reduction of gender disparity in all the goal-related indicators; and raising the minimum age of marriage for girls to at least 18 years.

45. In East Asia and the Pacific, the point of reference is the Manila Consensus, a product of the September 1993 Regional Ministerial Consultation in Manila, the Philippines, in which 17 countries reaffirmed their commitment to pursue vigorously the goals of their respective NPAs and to adopt policies, programmes and relevant strategies to achieve the mid-decade goals by the end of 1995. They also urged member States to use the occasion of WSSD in 1995 to report on the progress being made on achieving the mid-decade goals.

46. The vice-governors of each of China's 30 provinces met in 1994 to discuss NPA monitoring and evaluation. The NPA process in India is now being transformed into a set of State-specific programmes of action for children, and many of these, in turn, are being decentralized to the district and even the municipal level. President Soeharto of Indonesia has launched the "Clean Friday" movement in an effort to achieve the World Summit goal of universal access to safe water supplies and sanitation. Malaysia finalized its NPA in 1994 and it is being used by the country's Economic Planning Unit to screen planning and budgeting proposals. In Mongolia, 15 out of 22 aimags (provinces) and cities have formulated their own programmes of action under the guidance of committees headed by either the Governor or the Director of the Department of Social Affairs. Thailand also completed its NPA in 1994, and provinces are in the process of preparing programmes of action for health, nutrition and child protection in 15 provinces and for the elimination of IDD in 8 provinces where the rate is especially high.

C. Middle East and North Africa

47. In March 1994, Arab health ministers in Cairo, Egypt, reaffirmed their commitment to the Pan-Arab Plan for Child Survival, Protection and Development adopted by the League of Arab States at a high-level meeting in Tunis, Tunisia, in November 1992. The plan set targets for the year 1995, including the

eradication of poliomyelitis, a 95 per cent reduction of deaths from measles in the region, the elimination of neonatal tetanus, an 80 per cent usage rate for ORT, universal salt iodization, halting the free distribution of breast-milk substitutes and the designation of all major hospitals as "baby-friendly". The meeting called for effective monitoring systems in every Arab State and established a permanent committee for follow-up to implementation of the plan.

48. In Egypt, six Governorates have prepared situation analyses as preliminary work towards the development of programmes of action for each of them. Similarly, in the Sudan, situation analyses have been completed in all the northern States and State programmes of action have been drafted for three States. Unique to the Sudan is the Child-Friendly Village Initiative, through which community members are enabled to assess the situation in their villages and to develop village-based plans of action. The initiative includes 100 villages in the State of Kordofan, with plans to cover 200 villages by the end of 1995. The Sudan NPA also has been used in the development of its country strategy note. Opportunities for moving towards NPA finalization have emerged in several parts of the region where progress had been inhibited previously. Thus, preparation of a programme of action for children has begun in the West Bank and Gaza; drafts have been sent to the relevant authorities for final clearance in Iraq and Lebanon; and Jordan finalized its NPA in 1994. Tunisia has appointed ombudspersons at central and district levels to monitor the rights and needs of children.

D. Latin America and the Caribbean

49. In December 1994, the heads of State of 34 countries in the western hemisphere gathered in Miami, Florida (United States). They issued a plan of action renewing their commitment to key health and education goals of the World Summit for Children and endorsed the 1994 Nariño Accord, which contains the hemisphere's mid-decade targets. The Accord had been signed in April 1994 at the Second Hemispheric Meeting on Children and Social Policy, held in Santa Fe de Bogotá, Colombia, in April 1994, where it was resolved to hold annual meetings of the organizations and authorities responsible for NPAs in the region. The Accord also was endorsed by the Fourth Ibero-American Summit, held in Cartagena, Colombia, in June 1994.

50. The Latin American and Caribbean region has taken the lead in efforts to decentralize the NPA process to provincial and municipal levels. All of the larger countries in the region, and many of the smaller ones, have developed provincial or municipal programmes of action or both. The Mayors, Defenders of Children movement has taken root in Latin America more strongly than elsewhere (see paragraph 32 above). In Mexico, a process has been established for the periodic evaluation of progress of State programmes of action for children. Evaluation meetings are conducted by the State governors and, in most cases, coincide with working tours of the President of the National Commission for Monitoring the National Programme of Action. Honduras has taken the lead in another direction by creating a network of Municipal Defenders of Children as the eyes and ears of the national Human Rights Commissioner with regard to the implementation of the Convention on the Rights of the Child. Nicaragua has established the Office of Ombudsperson for minors. In Peru, the Catholic Church's Social Pastorate for Children has appointed 35 coordinators to ensure that diocesan pastoral plans include the rights of the child and the integrated development of children under six years of age. Argentina has incorporated the Convention on the Rights of the Child into its constitution. A coordinating committee from Argentina, Chile and Uruguay has been constituted to monitor NPA activity in the "southern cone".

51. In the Caribbean, Guyana and Jamaica completed their NPAs in 1994, and Saint Lucia's was in its final stages. Three dependent territories in the Caribbean (not listed in annex II on the status of NPAs) also have completed

programmes of action: the British Virgin Islands, Montserrat, and Turks and Caicos Islands.

52. The Inter-agency Coordinating Committee set up to coordinate World Summit for Children follow-up activity in the region continues to meet regularly. From the beginning, it consisted of representatives of the Pan American Health Organization (PAHO), UNICEF, UNFPA, the Inter-American Development Bank, the World Bank, the United States Agency for International Development (USAID) and the Food and Agriculture Organization of the United Nations. In November 1994, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Labour Organisation (ILO) and the United Nations Economic Commission for Latin America and the Caribbean became members of the Committee. From an initial focus on the goals for the decade in the health sector, the group has broadened its focus to the whole spectrum of decade goals for children and the strategies for achieving those goals.

E. Central and Eastern Europe and the Commonwealth of Independent States

53. For a number of understandable reasons, this region made the slowest start in follow-up to the World Summit for Children. Activity in the region has accelerated, however, during the past year. Draft NPAs have now been completed by Romania and the Russian Federation, while NPA preparation is under way in Albania, Armenia, Belarus, Bulgaria, Croatia, the Czech Republic, Georgia, Hungary, the Slovak Republic and Ukraine.

54. In July 1994, delegations led by Deputy Prime Ministers for the four Central Asian republics of Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan met in Beijing, China, to discuss the social aspects of transition and structural adjustment and reaffirmed their countries' support for the mid-decade and end-decade goals of the World Summit for Children.

F. Industrialized countries

55. As discussed in paragraph 31 above, the Mayors, Defenders of Children Initiative has not been limited to developing countries. Italian mayors have been involved from the start. Spanish mayors held their first meeting in Pamplona, Spain, in October 1993, to manifest their concerns for children. The Mayor of Paris, France, hosted the Third Meeting of Mayors, Defenders of Children, on 8-9 December 1994.

56. The most recent of the industrialized countries to have finalized its NPA was Australia, which launched its programme in April 1994. The NPA also was reflected in the country's 1994/1995 budget, which contains new programmes for payments to working parents for child-care costs and payments to parents who have withdrawn from the labour market to care for their children. Funding also is provided for the first national strategy to prevent child abuse and a new national initiative on childhood immunization. The budget for overseas aid includes a new initiative to eradicate poliomyelitis and neonatal tetanus in countries assisted by Australian development cooperation.

57. Much of the support from industrialized countries for actions benefiting children in developing countries takes place independent of UNICEF. As part of the mid-decade review discussed in paragraphs 80-88 below, a review in early 1996 of all channels of donor country support to implementation of the World Summit for Children Declaration and Plan of Action will be in order. In the meantime, it is worth mentioning the more than $160 million given in 1994 through UNICEF in regular supplementary funding in support of achieving the mid-decade goals, and especially three countries which have contributed more than $20 million: Canada, Sweden and the United States.

VI. THE RESPONSE OF THE UNITED NATIONS SYSTEM

58. For the first time, the General Assembly, at its forty-ninth session, devoted a separate agenda item to the promotion and protection of children's rights and adopted resolutions addressing implementation of the Convention: the protection of children affected by armed conflict (49/209 of 23 December 1994), the plight of street children (49/212 of 23 December 1994) and the prevention and eradication of the sale of children, child prostitution and child pornography (49/210 of 23 December 1994).

59. WHO has been in the forefront of follow-up activities to the World Summit for Children as they affect the health sector. A joint letter on the mid-decade goals from the Director-General of WHO and the Executive Director of UNICEF was sent to all heads of State or Government at the beginning of 1994. The forty-sixth World Health Assembly in May 1993 reiterated earlier resolutions inviting WHO member States to give the political and economic priority necessary to implement the commitments set out in the World Summit Declaration and Plan of Action. 8/ The forty-seventh World Health Assembly in May 1994 focused on the World Summit goal of empowering all mothers to breast-feed in resolution WHA 47.5, which affirms and expands on prior World Health Assembly resolutions urging Governments to end free and low-cost supplies of breast-milk substitutes and urges member States to initiate the Baby-Friendly Hospital Initiative (BFHI). WHO and UNICEF are coordinating World Summit follow-up activities at numerous secretariat levels and also at the level of their governing bodies through the mechanism of the JCHP which, at its thirtieth session in January 1995, reviewed follow-up to the World Summit for Children and especially progress towards the 10 priority health goals to be achieved by the end of 1995.

60. The development of measures for monitoring progress towards the decade goals is an important part of the follow-up process. For this purpose, WHO and UNICEF have set up a task force which has produced an agreed set of indicators for goal achievement. More recently, the two organizations have agreed on a methodology to produce nationally representative and statistically robust estimates for mid-decade goal indicators called multiple indicator cluster surveys. In December 1994, WHO hosted a meeting of technical resource people on this methodology.

61. The United Nations Statistical Office has been collaborating closely with UNICEF, WHO and UNFPA on the development of the multiple indicator survey methodology for measuring progress towards the mid-decade goals and has provided valuable technical assistance to testing the methodology in Bangladesh.

62. The United Nations Economic Commission for Africa also has collaborated with UNICEF in the development and testing of the above-mentioned methodology in Africa.

63. UNFPA also participated in the December technical meeting on the multiple indicator cluster survey methodology. The UNFPA commitment to the goals of the World Summit for Children was reinforced again at ICPD in Cairo, Egypt, in September 1994.

64. The Administrator of UNDP wrote to all UNDP resident representatives urging them to give importance to the goals of the World Summit for Children, including the mid-decade goals, as part of their "responsibilities and efforts to promote sustainable human development", encouraging them to consider what can be done by the international community to support national action towards the achievement of the goals, monitor progress towards their achievement, use them as a focus for human development advocacy and support them as part of the preparatory action for WSSD. UNDP and UNICEF are collaborating on the evaluation of aid flows taking place within the Development Assistance Committee of the Organisation for Economic Cooperation and Development.

65. UNESCO, together with UNICEF and UNFPA, was involved in the initiative to focus on the nine largest developing countries, where the majority of the world's illiterate population live. The initiative was endorsed at the highest level of Government at the Education for All Summit in New Delhi, India, in December 1993. Cooperation between the governing bodies of UNICEF and UNESCO on World Summit follow-up has been institutionalized through the mechanism of the UNESCO/UNICEF Joint Committee on Education (JCE). In April 1994, JCE reiterated the importance and real possibility of accelerating action towards the goals of Education for All by the year 2000 and endorsed the mid-decade education goals. A joint UNESCO/UNICEF project on monitoring the quality of basic education and building national capacities for learning assessment completed its first phase in five countries and has expanded to eight more. Simple, workable and sustainable methodologies are being developed in each country; staff are being trained and surveys carried out to assess learning achievement.

66. Concern for children in situations of conflict expressed in both the Declaration and the Plan of Action of the World Summit for Children has been addressed by the Office of the United Nations High Commissioner for Refugees (UNHCR) in joint UNHCR/UNICEF statements on the evacuation of refugee children, joint missions to address the rights of children who are unaccompanied or at risk of abandonment as a result of conflict, the inclusion of funds for education in joint emergency appeals and efforts to try to respond immediately to the psycho-social needs of children traumatized by conflict.

67. The long-standing efforts of ILO to protect working children and abolish child labour have received added impetus with the establishment of the Interdepartmental Project on Elimination of Child Labour (INTERDEP) and the International Programme for the Elimination of Child Labour (IPEC). INTERDEP concentrates on promoting policies on the abolition of child labour and the protection of working children through regional and national seminars, awareness-raising and research on the nature and extent of the problem, and possible approaches to alleviating it. Through IPEC, this work is translated into action projects at local and national levels. In addition to the first six IPEC projects in Brazil, India, Indonesia, Kenya, Thailand and Turkey, six new projects were initiated during the past year in Bangladesh, Cameroon, Egypt, Pakistan, the Philippines and the United Republic of Tanzania. In those activities, ILO collaborates with other international organizations, particularly UNICEF and the United Nations Committee on the Rights of the Child.

68. World Bank lending for education and health has grown substantially - more than threefold for education and twentyfold for population, health and nutrition since the early 1980s - with an increasing shift within those sectors to primary health care (PHC) and primary education. Much of this shift followed the 1990 Jomtien Conference on Education for All, the goals of which were incorporated into those of the World Summit for Children a few months later. The World Bank is involved in NPA implementation in the fields of health and nutrition in Argentina, Ecuador and Nepal; water supply and sanitation in Bhutan and Madagascar; control of IDD in Madagascar and Malawi; education in Belize and the Dominican Republic; and surveys and monitoring in Chad, the Islamic Republic of Iran, Kenya, Nicaragua and Zambia. NPAs have been discussed at consultative group meetings of donors held under World Bank auspices, notably, for Ghana and Zambia.

69. The United Nations system also is involved in follow-up to the World Summit for Children at country and regional levels, as indicated, for example, in paragraph 43 above on coordination of NPA reviews in the Comoros and paragraph 52 above on coordination of World Summit follow-up activities in the Latin American and Caribbean region. The country strategy notes, in countries that have agreed to do one, continue to provide a useful instrument for setting out a constructive frame of reference for programme coordination and implementation. UNICEF has played a supportive role in the majority of the

country strategy notes undertaken so far, and, in liaison with government counterparts and United Nations partners, has incorporated the interest of children in these country strategy notes.

VII. NON-GOVERNMENTAL ORGANIZATIONS

70. NGOs have been involved in preparation and/or implementation of NPAs in some 90 countries around the world. Strong NGO support for NPAs, crucial to the implementation of the Convention on the Rights of the Child, continues unabated. Sixty-six national coalitions have been established to provide alternative reports to the Committee on the Rights of the Child. NGO inputs have been received in all cases reviewed by the Committee so far.

71. "The Contribution of Youth to Lasting Peace" was the theme of the third meeting of the chief executive officers of some 60 humanitarian NGOs, held in Geneva, Switzerland, in May 1994. The objective of this initiative is to maintain the momentum in the NGO community for implementation of the World Summit for Children Plan of Action.

72. A regional Education for All network was established in western Africa, with the support of UNICEF, UNDP, UNESCO and the World Bank. It was the third regional joint United Nations agency/NGO coalition to be established for supporting the education goals, the other two being in Central Europe and Eastern and Southern Africa. The heads of four major international NGOs, Save the Children Federation, World Vision, Plan International and Christian Children's Fund, have established a coordinating mechanism for programmes to increase girls' access to education.

73. The World Organization of the Scout Movement and UNICEF signed an agreement in May 1994 on "Scouting and ORT", aimed at achieving the mid-decade goal of 80 per cent usage of ORT. This was followed by similar partnership agreements at the national level, such as one with the National Federation of Moroccan Scouting signed in November 1994. Some 5,000 scouts, representing over 1 million of their number in the SAARC region, took an oath to disseminate information on ORT and diarrhoea-prevention at their Jamboree in September 1994.

74. The World Alliance of Breastfeeding Action (WABA), a coalition of NGOs, has continued its very active support to breast-feeding and BFHI. Its members, such as La Leche League International, the International Baby Food Action Network and Wellstart, continue to train health professionals in lactation management, to advocate the adoption of the International Code of Marketing of Breast Milk Substitutes at the national level, to organize mothers' support groups for breast-feeding and to raise public awareness on the benefits of breast-feeding. During the 1994 World Breastfeeding Week, which had the theme "Making the Code Work", WABA distributed well over 75,000 copies of its action folder in nine languages, and community groups made thousands of additional copies. La Leche League and its local affiliates mobilized 20,000 people in the western hemisphere and Japan for its annual World Walk for Breastfeeding, and mayors around the world showed their support by signing the La Leche League World Breastfeeding Proclamation.

75. In Burkina Faso, the NGO 6S (Savoir se Servir de la Sécheresse dans le Sahel et la Savanne) is accelerating implementation of the mid-decade health goals by expanding vast women's networks to a national scale. NGOs are very active in the water supply and sanitation sector in a number of countries, for example, Burkina Faso, Haiti, Kenya and Nepal. The Norwegian NGO Voice of the Children initiated an international campaign in March 1994 to increase children's awareness and participation in environmental and peace issues. Inspired by the World Summit for Children, a new American NGO, Children Now!,

has been established with the particular focus of assisting Governments towards meeting the goals of their NPAs.

76. Religious groups continue to be active in World Summit follow-up. In Ethiopia, both the Orthodox Church and the Islamic Councils are involved in supporting ORT. The World Conference on Religion and Peace and three Japanese religious organizations, Rissho Kosei-Kai, Soka Gakkai and Myochi-Kai, are active in supporting achievement of the World Summit for Children goals and the Convention on the Rights of the Child.

77. The International Confederation of Free Trade Unions launched a campaign against child labour in June 1994, conducting community awareness and trade union action, promoting education, advocating for national legislation on trade and providing alternative possibilities for unemployed parents of working children. Human Rights Internet, a publisher, documentation centre and clearing centre of international human rights information and documentation, has established an electronic conference on children's rights. It will keep all users abreast of country reports to the United Nations Committee on the Rights of the Child and the Committee's observations.

VIII. THE PRIVATE SECTOR

78. Rotary International continues its outstanding support to the goal of worldwide poliomyelitis eradication. With the addition of Bulgaria, the Libyan Arab Jamahiriya and Suriname in December 1994, Rotary International's campaign against poliomyelitis will have reached 103 countries through its Polio Plus programme. Rotary volunteers in India number more than 50,000. At its convention in New Orleans, Louisiana (United States), in June 1994, Kiwanis International officially launched its international fund-raising campaign to raise $75 million to help eliminate IDD by the year 2000. As of February 1995, it had contributed some $300,000 to IDD programmes. In the Philippines, the Jaycees have signed an agreement with the Philippine Health Department and UNICEF to promote ORT for the treatment of diarrhoea, using its 6,000 members throughout the country to organize classes for parents, conduct baseline surveys, set up ORT depots and provide human resources for the Health Department during diarrhoea outbreaks.

79. The private sector in Malawi made a first contribution of 1 million kwacha, which was used for the purchase of 1.6 million textbooks and pencils in support of universal access to primary education. The National Association of Pharmacists and private ORS producers and distributors signed an agreement with the Bolivian Health Ministry, USAID, WHO/PAHO and UNICEF to put 1 million extra sachets of ORS on the market at an affordable cost to promote the achievement of the mid-decade goal on ORT usage.

IX. RESOURCE MOBILIZATION

80. The reallocation of government budgets to increase the proportion devoted to the goals of the country's NPA is often crucial to the achievement of those goals. In July 1994, the President of the Philippines, announcing increases in government expenditure on basic social services, established a target of 5 per cent of gross national product for human priorities. Pakistan increased its budget for education by 176 per cent in its plan for the period 1993-1998. Bhutan's NPA projects increases from 8.3 to 11.2 per cent of the budget for education and from 4.3 to 6.7 per cent for health during the period 1991-1997. Chile has earmarked $700 million, in addition to its current annual social sector budget of $6 billion, for financing its NPA during the period 1993-2000. Senegal plans to increase the share of its expenditure for health sectors from the current 4.8 per cent to 9 per cent by the year 2000. Egypt's NPA is

assigned 7.5 per cent of the budget in the 1992-1997 development plan. Viet Nam approved major budgetary increases for health and education for fiscal year 1994/1995. Reductions in expenditure on armaments are specifically mentioned in the NPAs of Namibia and Zimbabwe.

81. Mexico's social expenditure as a percentage of gross domestic product (GDP) grew from 6.1 per cent in 1989 to 9.7 per cent in 1993. This upward trend, though preceded by a steep decline during the 1980s, has been linked explicitly with the NPA process. Mexico is perhaps the only country reporting child-related expenditure specifically as a percentage of GDP, which rose from 3.1 per cent in 1989 to 4.4 per cent in 1993. Other countries reporting budgetary restructuring and increased social sector expenditure include the Gambia, Peru, Sierra Leone, Uganda and Uruguay.

82. While developing countries are making major commitments and achieving substantial results, donor countries' support for World Summit follow-up activities has been affected adversely by several circumstances. Increased demand for international financing in Central and Eastern Europe and the Commonwealth of Independent States, emergency assistance and peace-keeping is reducing the financing available for Africa, Asia and Latin America. Public attitudes in donor countries for the most part have become less favourable towards development assistance. While donor support for emergencies has increased, ODA as a whole is declining - from $60.8 billion in 1992 to $54.8 billion in 1993. At 0.29 per cent of donor countries' GNP, ODA is at its lowest ratio since 1973.

83. Debt relief and debt forgiveness are two ways in which donor countries and financial institutions can contribute to the mobilization of resources for children. Despite considerable progress in recent years, the debt burden of many developing countries remains unsustainably high. Among the poorest, most indebted countries, particularly those of sub-Saharan Africa, there is a need for greater reductions of bilateral and multilateral official debt.

84. During WSSD, the international community lent its political and moral weight to the proposal that measures should be adopted "... to substantially reduce the bilateral debts of the least developed countries, in particular the countries of Africa, as soon as possible ..." 9/ and asked that "... special consideration [be] given to those developing countries where the multilateral debt constitutes an important part of their total debt in order to seek a durable solution to this increasing problem." 10/ The programme of action from the Summit further encouraged the realization of "... debt swaps for social development, with the resources released by debt cancellation or reduction to be invested in social development programmes ..." 11/ For UNICEF, the adoption of these measures by the global community will provide important impetus to its pioneering work in the area of debt.

85. Since 1989, UNICEF and its National Committees have carried out more than 20 debt conversion transactions in 10 countries, thereby eliminating debt with a face value of $193 million and generating local currency equivalent to $48 million.

86. The most important mechanism for financing the achievement of NPAs in the short run is through the application of the "20/20" concept. The initiative, originally that of UNDP and UNICEF, has now gathered the support of UNFPA, UNESCO and WHO as well. Grounded in cost estimates for the achievement of the World Summit for Children goals, the 20/20 initiative is aimed at assuring that developing countries devote at least 20 per cent of government expenditure to basic human needs - PHC, including family planning, nutrition, basic education, low-cost water supply and sanitation - and that donor countries devote at least 20 per cent of ODA to those same priority areas.

87. Prime Minister Brundtland of Norway, in her Rafael M. Salas Lecture at the United Nations on 28 September 1993, called the allocation of 20 per cent of government expenditure and 20 per cent of development aid to priority human concerns " minimum requirement". 12/ This concept of 20/20 was formally endorsed in 1992 by the OAU at ICAAC, by the 1993 Asia and Pacific Ministerial Consultation on Goals for Children in the 1990s, by the Eleventh Conference of Foreign Ministers of the Non-Aligned Movement, held in Cairo, Egypt, in June 1994, and by the Organization of the Islamic Conference, held in Casablanca, Morocco, in December 1995. ICPD, which was held in Cairo in September 1994, called for the 20/20 initiative to be considered in the preparations for WSSD, as did the Inter-Parliamentary Union two weeks later in Copenhagen, Denmark. After two years of systematic mobilization and persistent technical refinement, the 20/20 initiative was adopted at WSSD as a legitimate and useful instrument for guiding, assessing and monitoring overall ODA and national budgetary allocations to basic social programmes.

88. The World Summit for Children Plan of Action called upon each country "to re-examine its current national budget, and in the case of donor countries, their development assistance budgets, to ensure that programmes aimed at the achievement of the goals for the survival, protection and development of children will have a priority when resources are allocated". 13/

X. THE FORTHCOMING MID-DECADE REVIEW

89. The General Assembly, in its 1990 resolution on the World Summit for Children, requested the Secretary-General to take appropriate action to ensure the monitoring by the relevant organs, organizations and bodies of the United Nations system of their efforts, and those of all States and other members of the international community, to achieve the goals and objectives of the Children's Summit. Also, paragraph 35 (iv) of the World Summit Plan of Action requested the Secretary-General to arrange for a mid-decade review, at all appropriate levels, of the progress being made towards implementation of the commitments of the Declaration and Plan of Action.

90. In his report to the forty-ninth session of the General Assembly on follow-up to the World Summit for Children, the Secretary-General suggested that the sixth anniversary of the World Summit for Children, 30 September 1996, would appear to be an appropriate moment to announce the status of progress for children at mid-decade (the end of 1995) and for a more complete assessment of achievements as regards the mid-decade goals. The Secretary-General explains in paragraph 65 of his report that the proposed timing is such that it should give countries and regions the opportunity to hold their own assessments of these results and the international community the opportunity to register 1995 data, and states that the review's form and choice of participants requires discussion involving the relevant United Nations bodies and partners, both public and private.

91. The same report states that industrialized countries should participate in the mid-decade review along with the rest of the international community. A particular issue in this respect is the unavailability of recent data from many industrialized countries on indicators such as, for example, immunization, breast-feeding, vitamin A deficiencies and early child development. There is also a need for a few of the indicators agreed upon by WHO, UNICEF and other agencies for measuring progress towards the goals to be refined to take into account the realities of industrialized countries.

92. According to the World Summit Plan of Action,

> "The governing bodies of the relevant specialized agencies and United Nations organs are requested to include a periodic review of the implementation of the Declaration and this Plan of Action at their regular sessions and to keep the General Assembly of the United Nations, through the Economic and Social Council, fully informed of progress to date and additional action required during the decade ahead." 15/

The appropriate officials of these bodies should be contacted so as to facilitate this effort.

XI. DRAFT RECOMMENDATION

93. The Executive Director recommends that the Executive Board adopt the following draft recommendation:

The Executive Board,

Recalling its decision 1994/A/2 (E/ICEF/1994/13) concerning a mid-decade review of progress towards implementation of the commitments of the Declaration and Plan of Action of the World Summit for Children;

1. Requests the Executive Director to play an active, supportive role in helping to implement General Assembly resolution 45/217 of 21 December 1990 and to undertake consultations within the United Nations system and with members of the Executive Board as to how UNICEF can best support this process called for by the World Summit for Children and Executive Board decision 1994/A/2;

2. Proposes the sixth anniversary of the World Summit for Children, 30 September 1996, as an appropriate date for the results of such a review to be announced;

3. Urges all Governments to participate in the review by carrying out prior to September 1996 assessments of progress at mid-decade towards the goals of the World Summit for Children;

4. Further urges countries, in carrying out such assessments, to include provincial and local authorities, NGOs, the private sector and civic groups in this activity, in the spirit of paragraph 34 (i) of the Plan of Action of the World Summit for Children;

5. Calls upon international NGOs to provide input to the assessment of progress as of mid-decade and of the steps that need to be taken to assure attainment of the year 2000 goals;

6. Requests the secretariat to support countries, as requested and within the context of UNICEF country programmes, in the gathering and analysis of data on progress towards the mid-decade and decade goals and the overall assessment of the country's response to the World Summit Declaration and Plan of Action;

7. Further requests the secretariat to work closely with other United Nations entities, particularly WHO, UNESCO and the United Nations Statistical Office, in systematizing the results of national assessments of progress and other relevant data, with a view to presenting, by the middle of 1996, a coherent and comprehensive statement of the status of achievement of the mid-decade goals and of progress towards the goals for children and development by the year 2000.

Notes

1/ A/45/625, annex.

2/ For the report of the Conference, see A/CONF.157/24 (Parts I and II).

3/ A/49/326.

4/ A/C.2/47/13, annex.

5/ United Nations Development Programme, Human Development Report, 1992 (New York, Oxford University Press, 1992).

6/ A/48/322, annex I, CM/Res.1464 (LVIII), para. 6.

7/ A/C.3/47/10, annex.

8/ WHO resolutions WHA 46.17 and 46.18.

9/ A/CONF.166/L.3/Add.7, para. 90 (b).

10/ Ibid., para. 90 (c).

11/ Ibid., para. 90 (d).

12/ UNFPA, Rafael M. Salas Memorial Lecture, New York, 28 September 1993.

13/ A/45/625, annex.

14/ A/49/326.

15/ A/45/625, annex, art. 35 (iv).

Annex I

STATUS OF SIGNATURES ON THE DECLARATION OF THE WORLD SUMMIT FOR CHILDREN
AS OF 31 MARCH 1995

COUNTRIES THAT HAVE SIGNED THE WORLD SUMMIT FOR CHILDREN DECLARATION (166)				NOT SIGNED (25)
Afghanistan	Equatorial Guinea	Malawi	Sudan	Andorra
Albania	Eritrea	Malaysia	Suriname	Angola
Algeria	Estonia	Maldives	Swaziland	Bahamas
Antigua and Barbuda	Ethiopia	Mali	Sweden	Bahrain *
Argentina	Federal Republic of Yugoslavia (Serbia and Montenegro)	Marshall Islands	Switzerland	Brunei Darussalam
Armenia	Fiji	Mauritania	Syrian Arab Republic	Cyprus
Australia	Finland	Mauritius	Tajikistan	Czech Republic **
Austria	France	Mexico	Thailand	Iraq
Azerbaijan	Gabon	Monaco	The former Yugoslav Republic of Macedonia	Kiribati
Bangladesh	Gambia	Mongolia	Togo	Libyan Arab Jamahiriya *
Barbados	Georgia	Morocco	Trinidad and Tobago	Malta
Belarus	Germany	Mozambique	Tunisia	Micronesia (Federated States of) ***
Belgium	Ghana	Namibia	Turkey	Myanmar *
Belize	Greece	Nepal	Turkmenistan	Nauru
Benin	Grenada	Netherlands	Uganda	Oman ***
Bhutan	Guatemala	New Zealand	Ukraine	Republic of Palau
Bolivia	Guinea	Nicaragua	United Kingdom of Great Britain and Northern Ireland	San Marino
Bosnia and Herzegovina	Guinea-Bissau	Niger	United Republic of Tanzania	Saudi Arabia *
Botswana	Guyana	Nigeria	United States of America	Seychelles
Brazil	Haiti	Norway	Uruguay	Singapore *
Bulgaria	Holy See	Pakistan	Uzbekistan	Slovakia **
Burkina Faso	Honduras	Panama	Vanuatu	Somalia
Burundi	Hungary	Papua New Guinea	Venezuela	Tonga
Cameroon	Iceland	Paraguay	Viet Nam	Tuvalu ***
Cambodia	India	Peru	Yemen	United Arab Emirates *
Canada	Indonesia	Philippines	Zaire	
Cape Verde	Iran (Islamic Republic of)	Poland	Zambia	
Central African Republic	Ireland	Portugal	Zimbabwe	
Chad	Israel	Qatar		
Chile	Italy	Republic of Korea		
China	Jamaica	Republic of Moldova		
Colombia	Japan	Romania		
Comoros	Jordan	Russian Federation		
Congo	Kazakhstan	Rwanda		
Costa Rica	Kenya	Sao Tome and Principe		
Côte d'Ivoire	Kuwait	Saint Kitts and Nevis		
Croatia	Kyrgyzstan	Saint Lucia		
Cuba	Lao People's Democratic Republic	Saint Vincent and the Grenadines		
Democratic People's Republic of Korea	Latvia	Samoa		
Denmark	Lebanon	Senegal		
Djibouti	Lesotho	Sierra Leone		
Dominica	Liberia	Slovenia		
Dominican Republic	Liechtenstein	Solomon Islands		
Ecuador	Lithuania	South Africa		
Egypt	Luxembourg	Spain		
El Salvador	Madagascar	Sri Lanka		

* The Declaration was initialled by a high-level official of the Government at the World Summit for Children in 1990 and the country has a national programme of action either finalized or in draft.

** The Declaration was signed at the World Summit for Children in 1990 by the President of Czechoslovakia.

*** The Declaration has not been signed or initialled, but the country has a national programme of action either finalized or in draft.

Annex II

STATUS OF WORLD SUMMIT FOR CHILDREN NATIONAL PROGRAMMES OF ACTION
AS OF 31 MARCH 1995

ASIA * 2 ** 5 *** 20	SUB-SAHARAN AFRICA * 5 ** 10 *** 28	LATIN AMERICA AND THE CARIBBEAN * 6 ** 3 *** 23	MIDDLE EAST AND NORTH AFRICA * 1 ** 4 *** 15	INDUSTRIALIZED COUNTRIES * 2 ** 2 *** 14
Afghanistan	* Angola	* Antigua and Barbuda	*** Algeria	*** Australia
*** Bangladesh	*** Benin	*** Argentina	*** Bahrain	Austria
*** Bhutan	*** Botswana	* Bahamas	Cyprus	*** Belgium
Brunei Darussalam	** Burkina Faso	*** Barbados	*** Djibouti	*** Canada
Cambodia	*** Burundi	*** Belize	*** Egypt	*** Denmark
*** China	** Cameroon	*** Bolivia	*** Iran (Islamic Republic of)	*** Finland
*** Democratic People's Republic of Korea	** Cape Verde	** Brazil	* Iraq	* France
*** Fiji	*** Central African Republic	*** Chile	*** Jordan	*** Germany
*** India	*** Chad	*** Colombia	*** Kuwait	Greece
*** Indonesia	*** Comoros	*** Costa Rica	** Lebanon	*** Holy See
* Kiribati	*** Congo	*** Cuba	** Libyan Arab Jamahiriya	Iceland
** Lao People's Democratic Republic	*** Côte d'Ivoire	** Dominica	*** Morocco	Ireland
*** Malaysia	** Equatorial Guinea	*** Dominican Republic	** Oman	Israel
*** Maldives	* Eritrea	*** Ecuador	*** Qatar	** Italy
*** Marshall Islands	** Ethiopia	*** El Salvador	*** Saudi Arabia	*** Japan
** Micronesia (Federated States of)	Gabon	* Grenada	*** Sudan	Luxembourg
*** Mongolia	*** Gambia	*** Guatemala	*** Syrian Arab Republic	Liechtenstein
*** Myanmar	*** Ghana	*** Guyana	*** Tunisia	Malta
Nauru	*** Guinea	Haiti	*** Turkey	Monaco
*** Nepal	*** Guinea-Bissau	*** Honduras	*** United Arab Emirates	*** Netherlands
*** Pakistan	*** Kenya	*** Jamaica	** Yemen	* New Zealand
* Papua New Guinea	** Lesotho	*** Mexico		*** Norway
*** Philippines	** Liberia	*** Nicaragua		*** Portugal
*** Republic of Korea	** Madagascar	*** Panama		San Marino
Republic of Palau	*** Malawi	*** Paraguay		** Spain
Samoa	*** Mali	*** Peru		*** Sweden
*** Singapore	*** Mauritania	* Saint Kitts and Nevis		Switzerland
** Solomon Islands	*** Mauritius	** Saint Lucia		*** United Kingdom of Great Britain and Northern Ireland
*** Sri Lanka	*** Mozambique	* Saint Vincent and the Grenadines		*** United States of America
*** Thailand	*** Niger	* Suriname		
Tonga	*** Nigeria	*** Trinidad and Tobago		
** Tuvalu	*** Namibia	*** Uruguay		
** Vanuatu	*** Rwanda	*** Venezuela		
*** Viet Nam	* Sao Tome and Principe			
	*** Senegal			
	* Seychelles			
	** Sierra Leone			
	Somalia			
	* South Africa			
	*** Swaziland			
	** Togo			
	*** Uganda			
	*** United Republic of Tanzania			
	Zaire			
	*** Zambia			
	*** Zimbabwe			

CENTRAL AND EASTERN EUROPE AND THE COMMONWEALTH OF INDEPENDENT STATES *10 **2 *** 0	
* Albania	Kyrgyzstan
* Armenia	Latvia
Azerbaijan	Lithuania
* Belarus	Poland
Bosnia and Herzegovina	Republic of Moldova
* Bulgaria	** Romania
* Croatia	** Russian Federation
* Czech Republic	* Slovakia
Estonia	Slovenia
Federal Republic of Yugoslavia (Serbia and Montenegro)	Tajikistan
* Georgia	The former Yugoslav Republic of Macedonia
* Hungary	Turkmenistan
Kazakhstan	* Ukraine
	Uzbekistan

* Preparation under way: 26 countries.
** Draft/outline received: 26 countries.
*** National programmes of action finalized: 100 countries.
National programmes of action finalized, in draft form or under preparation: 152 countries.

Annex III

STATUS OF THE CONVENTION ON THE RIGHTS OF THE CHILD
AS OF 4 APRIL 1995

STATE PARTIES TO THE CONVENTION BY RATIFICATION, ACCESSION OR SUCCESSION (173)				STATES THAT HAVE SIGNED BUT NOT YET RATIFIED (6)	STATES THAT ARE NEITHER STATE PARTIES NOR HAVE SIGNED (12)
Afghanistan	Ethiopia	Mongolia	Ukraine	Haiti	Andorra
Albania	Federal Republic of Yugoslavia (Serbia and Montenegro)	Morocco	United Kingdom of Great Britain and Northern Ireland	Liechtenstein	Brunei Darussalam
Algeria	Fiji	Mozambique	United Republic of Tanzania	South Africa	Kiribati
Angola	Finland	Myanmar	Uruguay	Swaziland	Oman
Antigua and Barbuda	France	Namibia	Uzbekistan	Switzerland	Republic of Palau
Argentina	Gabon	Nauru	Vanuatu	United States of America	Saudi Arabia
Armenia	Gambia	Nepal	Venezuela		Singapore
Australia	Georgia	Netherlands	Viet Nam		Solomon Islands
Austria	Germany	New Zealand	Yemen		Somalia
Azerbaijan	Ghana	Nicaragua	Zaire		Tonga
Bahamas	Greece	Niger	Zambia		Tuvalu
Bahrain	Grenada	Nigeria	Zimbabwe		United Arab Emirates
Bangladesh	Guatemala	Norway			
Barbados	Guinea	Pakistan			
Belarus	Guinea-Bissau	Panama			
Belgium	Guyana	Papua New Guinea			
Belize	Holy See	Paraguay			
Benin	Honduras	Peru			
Bhutan	Hungary	Philippines			
Bolivia	Iceland	Poland			
Bosnia and Herzegovina	India	Portugal			
Botswana	Indonesia	Qatar			
Brazil	Iran (Islamic Republic of)	Republic of Korea			
Bulgaria	Iraq	Republic of Moldova			
Burkina Faso	Ireland	Romania			
Burundi	Israel	Russian Federation			
Cambodia	Italy	Rwanda			
Cameroon	Jamaica	Saint Kitts and Nevis			
Canada	Japan	Saint Lucia			
Cape Verde	Jordan	Saint Vincent and the Grenadines			
Central African Republic	Kazakhstan	Samoa			
Chad	Kenya	San Marino			
Chile	Kyrgyzstan	Sao Tome and and Principe			
China	Kuwait	Senegal			
Colombia	Lao People's Democratic Republic	Seychelles			
Comoros	Latvia	Sierra Leone			
Congo	Lebanon	Slovenia			
Costa Rica	Lesotho	Slovakia			
Côte d'Ivoire	Liberia	Spain			
Croatia	Libyan Arab Jamahiriya	Sri Lanka			
Cuba	Lithuania	Sudan			
Cyprus	Luxembourg	Suriname			
Czech Republic	Madagascar	Sweden			
Democratic People's Republic of Korea	Malaysia	Syrian Arab Republic			
Denmark	Malawi	Tajikistan			
Djibouti	Maldives	Thailand			
Dominica	Mali	The former Yugoslav Republic of Macedonia			
Dominican Republic	Malta	Togo			
Ecuador	Marshall Islands	Trinidad and Tobago			
Egypt	Mauritania	Tunisia			
El Salvador	Mauritius	Turkey			
Equatorial Guinea	Mexico	Turkmenistan			
Eritrea	Micronesia (Federated States of)	Uganda			
Estonia	Monaco				

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Executive Board
Annual session 1995
22-26 May 1995
Item 6 of the provisional agenda*

POLICY REVIEW

UNICEF STRATEGIES IN BASIC EDUCATION

SUMMARY

The mandate of UNICEF is to promote the survival, protection and development of children. Central to this mandate is the right of every child to participate in and benefit from education. Furthermore, education is closely linked to the key civic, economic and social goals of societies.

UNICEF experience of the last 30 years in the field of education shows that: (a) with the organization's limited financial capability, it is important to focus on primary education, which will make an impact on the maximum number of children; (b) non-formal education of equivalent quality should form an integral part of the primary education system; (c) enhancing parents' and other caregivers' knowledge and skills and home- and community-based approaches for early childhood development, as well as "second chance", non-formal basic education for out-of-school youth and women, are important supportive elements in the universal primary education focus; and (d) capacity-building at different levels, with attention to planning, management, monitoring and mobilization at the local level, is the key to the success and sustainability of basic education for all.

The scope of UNICEF education programmes is guided at the country level by each country's national development plan, education plan and the national programme of action. The priority of UNICEF Education for All efforts is the universal participation of children in quality primary education, with girls as the special target population. UNICEF cooperation will emphasize improvement in the access to and quality of primary education.

* E/ICEF/1995/13.

/...

Within the framework of the organization's overall strategic principles of service delivery, capacity-building, empowerment and advocacy, an appropriate combination of the following operational strategies will guide UNICEF cooperation in education: (a) the expansion of services through a focus on policy development; (b) capacity-building at different levels; (c) the empowerment of beneficiaries; (d) the promotion of intersectoral linkages; (e) advocacy and social mobilization; and (f) resource mobilization.

Efficient management of UNICEF cooperation in basic education will entail balancing a mix of strategies in specific country situations; enhancing UNICEF staff capacity at country, regional and headquarters levels; increasing the allocation of general resources and supplementary funds for education; and establishing effective systems for monitoring progress regularly.

Chapter VIII of the report contains a draft recommendation on the strategies in basic education for Board approval.

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I. BACKGROUND AND OVERVIEW

1. The UNICEF mandate is to promote the survival, protection and development of children. Central to this mandate is the right of and the opportunity for every child to participate in and benefit from basic education. Basic education is the foundation for the full development of human potential - it provides both the essential learning tools as well as the basic knowledge and skills necessary to function effectively in the social, political and economic environment. Article 26 of the Universal Declaration of Human Rights asserts the right of every human being to education (General Assembly resolution 217 (III) A of 10 December 1948). The Convention on the Rights of the Child (General Assembly resolution 44/25 of 20 November 1989) reaffirms children's right to education. Article 28 of the Convention states that, "... with a view to achieving [the right of the child to education] progressively and on the basis of equal opportunity,... " States shall, inter alia, "make primary education compulsory and available free to all ..." (paragraph 1 (a)). Constitutions and laws in most countries recognize the child's right to education.

2. The close links between basic education and key civic, economic and social goals of societies lend a special urgency to the effort to fulfil the promise of basic education for all. Increasing acceptance of the norms of democracy and people's participation in governance in recent years underscore the role of education in consensus-building, developing national unity and establishing shared values. Democracy and good governance can be built only upon a solid foundation of an informed and literate citizenry. Investment in education is key to economic growth, with the social rate of return highest for investment in primary education. By increasing the productivity of the poor, education contributes to better income distribution and the reduction of poverty. An educated population, capable of adapting to change and absorbing skills, is essential for economic development in an environment of growing international competition. The recent experience of the East Asian countries demonstrates how early investment in education helps to lay the foundation for later dynamic economic growth and more equal development and release the productive and creative energies of a society.

3. The March 1995 World Summit for Social Development (WSSD) underscored the fact that the condition of over 1 billion people in absolute poverty is characterized by the absence of basic educational opportunities. Commitment 6 of the Declaration and Programme of Action of the Social Summit obligates the participants to promote the goals of universal and equitable access to quality education at national and international levels and to attain these goals in each country through time-bound national strategies. These measures were seen as essential ingredients in the effort to eradicate poverty, promote productive employment and foster social integration (A/CONF.166/L.3/Add.2).

4. The beneficial impacts of education, especially of the education of women, on social development are well-recognized. The number of years of schooling of women has been found to be closely related to the reduction of child mortality and morbidity, the improvement of family health and nutrition, and the slowing of population growth. The International Conference on Population and Development, held in Cairo, Egypt, in September 1994, again highlighted the central role of the education of girls and women in lowering population growth, promoting women's status in society and contributing to sustainable human development.

5. The changing concept of development, from a narrow preoccupation with national income to a broader concern with people's well-being and their capacity to better themselves and to improve their environment, casts a new light on the importance of education. Human development - interpreted as widening human choices in economic, political, social and cultural terms - assigns a critical

role to education. The new vision of human development will remain empty rhetoric until education enables people to understand and exercise the choices that are promised by this new vision.

6. The recognition of the central importance of education in promoting human development has led to three areas of agreement on educational priorities. First, it is recognized that priority must be given to basic education since it is the foundation of national educational system and because basic education contributes most substantially to overall economic and social development, including to the reduction of poverty, fertility and child mortality. Second, it is recognized that the core of basic education is primary education for children since they embody the future of a society. Third, the education of girls and women has emerged as the most precious investment that a society can make in its future.

7. The World Conference on Education for All (EFA), held in Jomtien, Thailand, in March 1990, affirmed national and international obligations to provide basic education for all and helped to revitalize and sharpen the focus of UNICEF efforts in the area of education. "Jomtien" emphasized not only access to education, but equity and learning achievement through broadening the means and scope of basic education. The decade goals for children and development adopted at the World Summit for Children in September 1990 endorsed the Jomtien goals, emphasizing the priority to universal access to primary education, completion of the primary stage by at least 80 per cent of the children and reduction of the gender gap at this level. The mid-decade goals, promoted by UNICEF as stepping stones for achieving the decade goals, concentrate on this priority.

8. The concept of basic education that guides UNICEF is both broad in vision and focused in action (see the figure below). UNICEF support for basic education must be seen within the context of UNICEF work in primary health care (PHC), nutrition, water supply and sanitation, environmental improvement, the protection of children in especially difficult situations, family planning, women's empowerment and poverty alleviation, all of which are aimed at improving the well-being of children and women. Education plays a key role in supporting, strengthening and ensuring the sustainability of these programmes, as well as standing on its own merits.

Figure

BASIC EDUCATION AND PRIMARY EDUCATION

Basic education consists of a combination of knowledge, values and skills that serves as the foundation for an individual's life-long learning. Although there will be differences in what constitutes "basic education" from society to society, there are a number of fundamentals that are common across cultural, social and political boundaries, namely, literacy and numeracy (or the learning skills) and competency and essential knowledge (the life skills) that enable one to function in one's physical and social environment. The life skills include essential knowledge and skills of basic science, health and nutrition, socialization and communication, critical thinking, problem-solving and analysis, the content of which will vary according to the particular context.

Basic education meets the fundamental learning needs of children, youth and adults, going beyond the confines of formal primary education. This expanded vision of basic education encompasses all ages and all modalities, focuses on learning and acquiring specific competencies rather than on institutional forms, and promotes a unified basic education system with mutually supportive and complementary components.

Primary education for children is the most important component of basic education, if only because the human life cycle requires that the basic competencies and life skills be acquired at an early age. The formal primary school is the principal vehicle for primary education, but other complementary non-formal and flexible approaches are needed to make primary education universal. Other programmes which support progress towards that goal, but which are also important in their own right, are "second chance" primary education for youth and adults, adult education and literacy, early childhood programmes and parents' education.

The absence of primary education of an acceptable quality remains a serious problem in most parts of the developing world. UNICEF, therefore, concentrates on universal primary education as the priority for its EFA efforts, with girls and women as a special target population. Early childhood development (ECD) and adult basic education serve as supporting efforts. The relative emphasis and mix of activities will vary from country to country.

II. THE GLOBAL CONTEXT OF BASIC EDUCATION

9. During the last 20 years, significant progress has been made in the state of education world-wide. The average literacy rate for all developing countries rose from 43 per cent in 1970 to 65 per cent in 1990. The average net primary school enrolment rate for school-age children of all developing countries rose from 50 per cent in 1970 to 76 per cent in 1990. This both relative and absolute increase in primary school enrolment took place in the context of economic recession, external debt burden and high population growth rates in many developing countries.

10. However, the global enrolment averages do not tell the whole story. Two low-income regions, sub-Saharan Africa and South Asia, have, in general, net enrolment rates much lower than the global average. The greatest challenge lies in Africa, where, in the 1980s, declines in real expenditure in education led to decline in primary school enrolment rates. The reductions in expenditure were particularly steep in the poorest countries and, as a result, educational systems deteriorated. As illustrated in table 1 below, in 1990, one half of the

school-age children in Africa were not in school. Available data indicate that the negative trend in enrolment in sub-Saharan Africa has continued in the 1990s.

11. The issues of completion, drop-outs, quality and learning achievement are critical areas of concern in all developing countries. Some 30 per cent of those children who enrol in primary schools in developing countries do not complete primary education, and those who complete their primary education do not acquire adequate knowledge and skills to improve their lives or to continue learning. The Latin America and Caribbean and East Asia regions have achieved some degree of success in providing access to primary education for most children, but high rates of repetition and low levels of learning achievement underline the need, even in these regions, to address great disparities in the quality of available educational opportunities. Issues of quality, disparities in opportunities and ECD also are critical in most countries of the Middle East and North Africa. Above all, access to a learning place with a trained teacher and learning materials is still beyond the reach of some 132 million out-of-school children in developing countries (see table 1 below).

12. The gender gap in education adds another dimension to the inadequacy and inefficiency of the existing systems of education. In 1990, two thirds of the 948 million adults who were illiterate were women, and 77 million of the estimated 132 million out-of-school children were girls (see table 1 below). In the 40 lowest-income countries, the gap in primary school enrolment rates between boys and girls averages 20 percentage points. The situation is most pronounced in South Asia, sub-Saharan Africa and some countries of the Middle East and North Africa, especially in the rural areas of these regions. Selected educational and economic indicators of various regions, as presented in table 2 below, show that during the period 1986-1992, sub-Saharan Africa had the lowest gross primary school enrolment rate, with a 19 percentage point difference between boys' and girls' enrolment and an extremely high (3 per cent) population growth rate. Likewise, South Asia had a low gross enrolment rate, a high gender gap (25 percentage points) and a high population growth rate (over 2 per cent). Per capita gross national product (GNP) was low in both regions, as was the share of public expenditure on education as a percentage of GNP.

Table 1. Out-of school children (aged 6-11 years) by region and gender

Selected indicators	Sub-Saharan Africa	South Asia	East Asia	Middle East	Latin America and the Caribbean	Total developing countries
1980						
Total number of out-of-school children aged 6-11 years (millions)	26	59	55	9	9	158
Out-of-school children aged 6-11 years as percentage of total number of children aged 6-11 years	43	40	25	33	17	27
Total number of out-of-school girls aged 6-11 years (millions)	15	38	32	6	5	96
Out-of-school girls aged 6-11 years as percentage of total number of girls aged 6-11 years	49	53	30	43	18	38
1990						
Total number of out-of-school children aged 6-11 years (millions)	41	48	26	9	8	132
Out-of-school children aged 6-11 years as percentage of total number of children aged 6-11 years	50	27	14	24	13	21
Total number of out-of-school girls aged 6-11 years (millions)	22	32	14	5	4	77
Out-of-school girls aged 6-11 years as percentage of total number of girls aged 6-11 years	54	38	16	31	13	29

Source: UNESCO, 1993 Trends and Projections of Enrolment by Level of Education, by Age and by Sex, 1960-2025, Paris.

Table 2. Selected education and economic indicators by region

Selected indicators	Sub-Saharan Africa	Middle East and North Africa	South Asia	East Asia and Pakistan	Latin America and the Caribbean
Primary school enrolment ratio (gross percentage)					
1960	36	56	58	103	73
1986-1992	67	97	88	117	104
Percentage of entrants reaching grade 5 (1986-1992)	61	90	59	86	60
Primary school enrolment rate of girls as percentage of boys (1986-1992)	81	85	75	94	98
Secondary school enrolment rate of girls as percentage of boys (1986-1992)	64	74	58	84	108
Female adult literacy rate as percentage of males (1990)	67	66	54	81	97
Population growth rate (%) (1980-1993)	3.0	2.9	2.2	1.7	2.1
GNP per capita a/ (1992)	504	1 977	313	800	2 648
Public expenditure on education as percentage of GNP (1991)	4.6	5.5	4.1	3.4	4.2

Source: UNICEF, State of the World's Children Report, 1995; UNESCO, World Education Report, 1993.

a/ In United States dollars.

.../

III. INTERNATIONAL ACTION IN BASIC EDUCATION

A. The major actors and resources

13. Traditionally, the major providers of education are Governments, communities, parents, professional bodies and voluntary and other organizations. The Government has a key role to play in the provision of education for all. Overall responsibility, policy formulation, systems creation, planning, coordination and quality control remain very much the responsibility of the Government. Moreover, the Government remains the major source of funding for EFA, although a system of partnerships between the Government and various communities can increase the financial resources available to education. In particular, the Government must ensure that EFA as a basic human right is available to all. UNICEF, therefore, views the Government as one of its most important partners in EFA.

14. The major international actors in basic education are the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other United Nations agencies, especially the United Nations Development Programme (UNDP), UNICEF and the United Nations Population Fund (UNFPA); the World Bank and the regional development banks; bilateral donors; and international non-governmental organizations (NGOs) and foundations. The international providers of assistance to basic education, in addition to bringing financial assistance, exercise a significant influence on policies and priorities by bringing a global perspective and experience to the national scene, providing technical assistance in developing and implementing national plans, and supporting capacity-building and catalytic activities.

15. Resources for education have come primarily from within the developing countries themselves. Out of the total public and private expenditure on education, it is estimated that only 2 per cent is financed by external donors. The reporting system of external assistance does not provide an accurate measure of the share of external assistance devoted to basic education. A rough estimate is that out of an overall share of 9 per cent of total official development assistance devoted to education, less than 10 per cent was spent on primary education, literacy and ECD in 1993. By comparison, an estimated one half of national education expenditure in developing countries is devoted to the basic level. All of UNICEF assistance in education is for basic education.

16. The post-Jomtien period witnessed a shift in donor policies and resource commitments to basic education. The bilateral donors have shown increased interest in basic education, although the actual shift in the allocation of funds to the sector has been slower to materialize. The multilateral donors, especially the World Bank, the Asian Development Bank, UNICEF, UNESCO and UNFPA, have increased substantially their resources for basic education (see table 3 below). In 1993 and 1994, World Bank lending to the education sector totalled approximately $2 billion per year, close to one half of which has been allocated to primary education. UNICEF has more than doubled its resources for basic education from $37 million in 1987 to $87 million in 1994. However, in 1994, education accounted for only 11 per cent of UNICEF total programme expenditure as compared to 25 per cent for health. Including expenditures on education in emergencies, UNICEF total education expenditure rises to $103 million, 13 per cent of total programme expenditure. The current medium-term plan for the period 1994-1997 (E/ICEF/1994/3) proposes to raise the share of programme expenditure for basic education to 18 per cent by the end of the plan period.

Table 3. Donor support for education

(In millions of United States dollars)

Donors	1980		1990	
	Amount	Percentage	Amount	Percentage
Total	4 480	100	6 035	100
Bilateral	3 595	80	3 640	60
Multilateral	885	20	2 395	40
of which: World Bank	440	10	1 487	25
UNICEF	35	0.8	64	1

Source: UNESCO, World Education Report, 1993, Paris; UNICEF programme statistics.

17. A restructuring of external assistance to education in terms of both quantity and quality of aid is needed to support Jomtien goals. Donors need to increase their education aid budget and increase the share for basic education in education aid. More importantly, such assistance should take a longer-term perspective, involve policy dialogue for a comprehensive sectoral support, focus on national capacity-building, ensure equity and improve learning achievement. Both the national authorities and their international partners have to share the responsibility for mobilizing resources for basic education in line with the 20/20 approach to resource mobilization, which was endorsed by WSSD in March 1995. This approach suggests that at least 20 per cent of both national and donor budgets should be earmarked for essential social services, consisting of basic education, PHC and nutrition, family planning, and safe drinking water and sanitation.

B. Working with partners

18. The UNESCO programme for basic education focuses on policy and planning support and technical assistance in expanding access to basic education and improving the quality and relevance of education. UNESCO assists programmes for reducing illiteracy, especially among women, out-of-school youth, street children and refugees. With the growing realization of the importance of primary education for economic growth and poverty alleviation, World Bank lending for primary and lower secondary education has increased, the education of girls is receiving explicit focus and funds are being used less for buildings and more for educational inputs. The UNDP focus on sustainable human development leads it to stress educational outcomes, the targeting of disadvantaged populations and linkages between sectors and partners. UNFPA promotes population education and cooperates with other organizations to support the education of girls at primary and secondary levels.

19. The resources and capacities of UNICEF form a small, but strategic contribution to national and international EFA efforts. At the country level, UNICEF undertakes its education activities in close collaboration with its national partners, seeking ways to ensure that national EFA programmes and priorities succeed. It actively promotes and encourages cooperation with other external donors in supporting a coordinated and coherent national basic

education programme. It also seeks collaboration with the major Jomtien partners - UNESCO, UNDP and the World Bank - as well as with other international, bilateral and non-governmental organizations.

20. UNICEF and UNESCO have cooperated closely since they were founded. Specific agreements of cooperation between the two organizations were drawn up in 1972, 1982 and 1991. In 1989, one year before the World Conference on EFA, a Joint Committee on Education (JCE), comprised of representatives of the Executive Boards of UNICEF and UNESCO, was formed to guide the collaboration of the two organizations (E/ICEF/1989/12, decision 1989/17). Under the current UNESCO/UNICEF cooperative agreement, a number of collaborative activities have been undertaken such as developing a system of monitoring learning achievement, identifying and disseminating educational innovations, improving the provision of basic learning materials and promoting the education of girls and women. There is also a collaborative project to develop qualitative indicators for educational progress and to assist several countries to strengthen their educational statistics systems.

21. As a follow-up to the Jomtien Conference, UNICEF, along with other Jomtien partners, continues to work through the EFA Forum on reviewing progress towards the EFA goals, supporting mobilization and advocacy efforts and encouraging the sharing of experiences and assessment of strategies at national and international levels. A formal review of progress since Jomtien up to mid-decade has been initiated through the EFA Forum. One of the mobilization activities was to bring together the leaders of the nine most populous developing countries in India in 1993 in order to generate high-level political support and societal commitment to EFA goals. These countries account for over 70 per cent of world's illiteracy. The nine countries (the E-9 Group) have continued their collaboration, and their leaders met again at WSSD to reaffirm their commitment and plan future exchanges.

22. In response to the huge challenge facing education in Africa, the four Jomtien sponsors partners and UNFPA are in the process of developing a programme of support for basic education in Africa. The purpose of the programme, known as Focus on EFA in Africa, is to bring interested donors to work together in compact with individual countries to develop and implement basic education plans.

23. Partnership-building on behalf of the education of girls has been given a high priority. In partnership with the Canadian International Development Agency, UNICEF has initiated a programme to support the education of girls in 15 African countries which is expected to be extended to a larger number of countries. Global-level collaboration in organizing conferences and seminars and harmonizing policies for the education of girls is ongoing with UNESCO, the World Bank, UNDP and UNFPA. In the area of ECD, UNICEF is collaborating with several international NGOs such as Save the Children Fund, the Bernard Van Leer Foundation and the Aga Khan Foundation, as well as with the World Bank and UNESCO.

C. Complementary role of UNICEF

24. The rationale for UNICEF cooperation in education lies in its obligations to promote and support comprehensive national programmes for meeting the survival, protection and development needs of children. The linkage of education with the implementation and sustainability of all other UNICEF activities for child survival and development (CSD) is an important consideration for the development of UNICEF policies and strategies for basic education.

25. As noted above, UNICEF activities in basic education complement those of UNESCO, the World Bank, UNDP, UNFPA and other providers of external assistance. Several specific characteristics of the UNICEF mandate and operations give it some comparative advantages to engage in education activities:

(a) The broad UNICEF mandate to work in a multisectoral fashion for the development of the whole child, which offers the opportunity to promote links between learning activities and other areas that affect the survival, protection and development of children and women;

(b) The catalytic role of UNICEF in creating appropriate conditions for the implementation of the rights of the child;

(c) The UNICEF country programming process, which enables it to work for holistic social development within the national policy and planning framework;

(d) The extensive field presence of UNICEF at national and subnational levels and the ability to work, at least selectively, with communities and NGOs make it possible to respond flexibly and effectively to people's needs and concerns;

(e) The wide-ranging experience of UNICEF in advocacy, communication and social mobilization.

26. The potential of these special advantages can be realized when UNICEF works in collaboration and seeks complementarity of efforts with other partners active in basic education.

IV. THE EVOLUTION OF UNICEF EDUCATION ACTIVITIES

A. Evolving priorities

27. UNICEF cooperation in education evolved from assisting both primary and secondary education in the 1960s to a focus on primary education, non-formal education and ECD in the 1970s and the 1980s. In 1980, the Executive Board requested UNICEF to support reorientation and reform of primary school to make it more accessible to underserved children, to strengthen basic education programmes for youth and women and to pay more attention to pre-school children (E/ICEF/673, paragraph 114). In 1982, a UNESCO/UNICEF Working Group developed a programme on the universalization of primary education and literacy, which helped to redirect UNICEF cooperation in education in a number of countries. In 1984, the Executive Board endorsed a policy review of ECD (E/ICEF/1984/L.1), which emphasized the intellectual, social and emotional aspects of child development and the important role of parents in these areas (E/ICEF/1984/13, paragraph 79). In the discussion of programme matters at its 1986 session, a number of delegations to the UNICEF Executive Board expressed the view that the education of women was probably the single most important factor in improving the survival and well-being of children. The UNICEF medium-term plan for the period 1985-1989 (E/ICEF/1986/3) also called for continued support to education for women (E/ICEF/1986/12, paragraph 31).

28. Over the years, UNICEF cooperation in education has covered a wide range of activities. In primary education, support was provided for curriculum reform, the development and production of teaching/learning aids and textbooks, teacher training and upgrading, the strengthening of planning and management capacities, and improvement in monitoring and evaluation. A variety of non-formal education activities were supported to provide learning opportunities for girls, women and other disadvantaged groups. Until the 1980s, pre-school

education projects were supported in many countries, but often they were very limited in coverage and relatively high cost. Since then, the emphasis has shifted to more widely affordable home- and community-based early child care and stimulation activities.

29. Education and training are important elements in most UNICEF-assisted programmes, although these training activities are not counted as education assistance in UNICEF financial reporting. The following have all been a critical part of responding to the UNICEF mandate of delivering basic services to children and women: The training of traditional birth attendants, PHC workers, maintenance workers of water supply and sanitation facilities; using primary schools for promoting the health and well-being of children through concepts such as the child-to-child approach; literacy and skills training for women's income-generating activities; education in health and environmental sanitation, etc.

30. Following the Jomtien Conference, UNICEF, with the encouragement of the Executive Board, refocused its support on the development of policies and strategies and on translating them into operational activities aimed at assisting countries to achieve universal primary education, where a significant proportion of children do not complete primary education. The ratification by most countries of the Convention on the Rights of the Child and their adoption of the goals of the World Summit for Children provided additional impetus to the effort in basic education.

B. Key lessons for the future

31. The experience of the last 30 years of activity in the field of education points to lessons that will guide future programmes. The most important among these lessons are detailed in paragraphs 32 to 36 below.

A focus on primary education

32. With the limited financial capability of UNICEF, it is important to focus on an area of basic education where an impact could be made on the largest number of children. In the past, the organization's limited resources, both financial and in terms of staff, sometimes have been dispersed over a number of fragmented activities, without a major impact in any one area. The absence of primary education of an acceptable quality still remains a serious problem in most parts of the developing world. For UNICEF, therefore, primary education through formal and non-formal channels has to be the principal focus of its education activities.

The complementary role of non-formal education

33. Non-formal education, because of its inherent flexibility, offers a special opportunity to extend the reach of education to out-of-school and unreached children and women and also to strengthen the educational components of such services as child health and nutrition, water supply and sanitation and development activities for women. Non-formal primary education programmes, however, have to be made an integral part of a unified primary education system and of comparable quality to those provided through the formal school system. A second-rate education provided through non-formal programmes will neither be valued by parents nor provide long-lasting benefits to children. Equally important, non-formal approaches should be incorporated, wherever appropriate, into formal primary schools to make them responsive to children's circumstances. The cost-effectiveness of new initiatives in this respect, however, should be assessed before they are replicated widely.

Home- and community-based early childhood development programmes

34. UNICEF has moved from support for pre-school institutions, which generally cater for the more privileged children, to support for home- and community-based ECD programmes. New knowledge about the impact of early child stimulation on later performance in school, as well as the beneficial impact of the involvement of parents and community in their children's early development, support the case for affordable community-based programmes for child care and parental education.

A focus on adult basic education rather than adult literacy

35. UNICEF support of narrow and isolated adult literacy programmes has given way to education programmes for out-of-school youth and women in order to give them a second chance for basic education. The emphasis is on youth and adult education that strengthens, or is a part of, programmes in PHC, family planning, enhancement of child care and parenting skills, environmental improvement and poverty alleviation. A major component of adult basic education needs to be teaching parents about the care and stimulation of young children and about how parents and members of the community can promote the basic education of children.

Local capacity-building is more important for programme sustainability than the provision of supplies and equipment

36. The limited resources of UNICEF can have a longer-lasting impact if used to build the local capacities and skills necessary for effective programmes rather than for the provision of supplies. Where the provision of supplies is supported, the emphasis has shifted to local materials and resources rather than pre-packaged imported supplies.

V. CHARACTERISTICS OF UNICEF EDUCATION PROGRAMMES

A. Scope of cooperation

37. The scope of UNICEF actions in basic education will include universal primary education, with special attention to girls and women, and ECD and adult basic education as supporting components. Different countries are at different stages of their economic and educational development (see the annex). The relative emphasis and mix of activities will vary from country to country according to the level of progress in each country.

B. Objectives

38. The five strategic objectives of UNICEF education programmes are:

(a) To increase enrolment, retention and completion rates of primary school-age children in formal schools and non-formal programmes;

(b) To reduce gender and geographic disparities in enrolment and completion;

(c) To improve the proportion of enrolled students achieving minimum levels of learning;

(d) To enable parents to better prepare young children for education by improving their knowledge and skills of early child care;

(e) To enhance mutually supportive linkages between basic education and other programmes for children and women.

C. Areas of action

39. With its analysis of the situation of children and women and the formulation of strategies and objectives for UNICEF cooperation in a country, the country programming process is the mechanism for adapting global goals to the circumstances of each country. A country programme will consist of a combination of strategic and catalytic activities in the areas described below.

Universal access to primary education

40. The priority for UNICEF EFA efforts is the universal participation of children in quality primary education. Consistent with this policy, UNICEF will dedicate the major portion of its limited financial and human resources to provide strategic support for the attainment of universal primary education. Because the formal system has the potential to reach most children, UNICEF will work closely with Governments and other educational partners to ensure that primary education systems are efficient and cost-effective. As the formal school system alone cannot meet the demands of universal primary education in many countries, UNICEF will promote a unified system of primary education with diversified approaches by (a) incorporating non-formal modalities, where necessary, within the formal system; (b) supporting non-formal primary education of comparable quality; and (c) fostering a partnership of Governments, NGOs and communities to ensure primary education of acceptable quality for all children.

41. To improve access, the options are the improvement and effective use of existing schools, the expansion and improvement of complementary non-formal approaches and the expansion of new facilities, as described below:

(a) The improvement of often neglected, existing schools and the provision of teachers and teaching/learning materials may yield the best pay-off in expanding access as well as improving quality. Existing facilities need to be optimally used through such means as double shifts and multi-grade classes;

(b) When the formal system cannot be expanded fast enough or it fails to serve difficult-to-reach groups, non-formal approaches have to be used. Common features of successful non-formal primary education are: para-teachers from the community; short initial training and strong supervision for teachers; a small catchment area; active parental involvement; a simplified curriculum; the provision for essential learning materials; little or no capital costs; and NGO-community partnership;

(c) Building new facilities takes a longer time and is expensive. As a matter of policy, UNICEF does not assist capital construction. In promoting universal access to primary education, UNICEF will consider support for community-built and community-contributed facilities for especially disadvantaged groups and where locally accepted technical standards are set and applied. This support may be in the form of construction materials and technical assistance.

Improving the quality of primary education

42. UNICEF will place an emphasis on both quantity and quality as inseparable components of a basic education that lays the foundation for further learning and development of children, preparing them to participate actively, fully and wisely in facing the challenges of the new century. This includes (a) focusing on what children learn in basic education by defining minimum required levels of achievement (e.g., in areas such as literacy, numeracy, basic science and life skills) and developing the means to assess their achievement; and (b) enhancing the quality and relevance of education by paying greater attention to the determination of content, the development of teaching methods and materials,

free of gender and other biases, the promotion of child-centred pedagogy and the provision of better teacher training, support and incentives. UNICEF experience has underscored the following needs:

(a) A common problem is to transform and adapt the formal curriculum into relevant, practical and interesting learning materials, lesson plans, teacher's guides, supportive learning aids and textbooks that encompass the essential learning needs of children. The capacities of national institutions need to be improved to enable them to develop the learning materials and to help schools to adapt and add to these materials;

(b) Child-centred and active learning approaches, in contrast to traditional rote learning, have to be propagated widely. The child as the active learner, with processes suited to the child's needs, age and interests, must receive focus. Knowledge and skills have to be related to understanding, analysis and real life situations. Moreover, school and learning should become enjoyable, not a drudgery;

(c) The child-to-child approach provides important content and methodology for education. The child should not be the object of education programmes, but an active participant in the whole process;

(d) The early grades of primary school will receive special attention as it is in these years that drop-out and repetition rates are the highest and children's attitudes and commitment to schooling are formed. The first years of primary school need to be adapted to the varying levels of preparedness of children, recognizing that most children do not have the benefit of formal pre-school programmes;

(e) A policy of teaching in the mother tongue in the early grades of primary education and a later transition to a national or an international language is pedagogically defensible and should be promoted;

(f) Multi-grade teaching is a useful strategy that can enhance both teacher efficiency and pupil learning, particularly for small schools in remote areas. It is, in fact, more widespread than usually recognized and is carried out without essential reorientation in teaching methods;

(g) The teacher is the key in improving the quality of learning. Programmes to upgrade the skills and competence of primary school teachers through pre-service and in-service training have to be cost-effective and sufficient to meet the needs. Innovative teacher-training programmes, whereby a large number of teachers are provided a relatively short period of pre-service training followed by periodic in-service training and close supervision, have proved to be effective in many formal and non-formal programmes. Programmes to ensure that para-teachers from the community attain higher academic and professional training are particularly important to develop relevant community-based quality basic education;

(h) Equally important is the training of administrators and planners such as head teachers, education officers, directors and supervisors. The key role of head teachers in the educational process necessitates special emphasis on their training, with attention to closer links between the school, the parents and the community, as well as to the development of higher academic, professional and managerial skills;

(i) The quality, quantity and relevance of textbooks, supplementary readers and library books are critical to quality education. The availability of books and reading materials in schools, especially in poorer communities, has to be ensured. Lower-cost production methods and the improvement of capacities in production and distribution, leading to national self-reliance, have to be promoted;

(j) Support in the form of supplies and equipment for innovative and experimental efforts in national education programmes is an important element, particularly for countries facing serious budgetary constraints. Supply items could include printing equipment for printing textbooks and reading materials; paper for textbooks and teachers' aids; printed textbooks; instructional aids; school supplies, including chalk, blackboards, sports equipment and office equipment; agricultural and handicraft tools; and transportation equipment to facilitate effective supervision and inspection. For a large-scale public service such as primary education, supplies and equipment, as much as possible, should be indigenous rather than imported;

(k) The potential of distance education to enrich and enhance the training of teachers and administrators, orient parents and management committees of schools and raise public awareness about educational issues is far from being fully utilized. There are imaginative approaches and methods that have been developed and applied in distance education which should be adopted more widely;

(l) UNICEF recognizes the tremendous potential of traditional and modern means of communication to help convey essential knowledge and information and to educate people. UNICEF will encourage and assist in the use of such means which are appropriate to country context and linked to the objectives of the survival, protection and development of children;

(m) Research, innovation and evaluation are of critical importance for improving the quality, relevance and effectiveness of the educational process. They are essential for the renewal of the education system. UNICEF will support research and evaluation, particularly that related to promoting basic education objectives and judged to be essential for development of policies and programmes in a country.

The education of girls

43. UNICEF strongly and explicitly advocates affirmative action in favour of the education of girls. At the same time, it argues that the education of girls should not be seen as a discrete activity, but as part and parcel of national primary and basic education systems and plans. Mainstreaming girls in the national system of universal primary education, however, entails measures that would make the system responsive to girls' special needs and concerns. Where non-formal or alternative education opportunities are necessary, it has to be ensured that such programmes offer learning opportunities and outcomes equivalent to those of formal schools. The necessary commitment of financial resources, technical support and human resources have to exist to achieve optimal outcome in non-formal programmes. A gender-based dichotomy of programmes - formal schools for boys and non-formal programmes for girls - has to be avoided. Since the reduction of gender disparity in primary school enrolment and completion is an important mid-decade and decade goal, the collection of gender- and age-disaggregated data will be an important part of monitoring progress towards this goal.

Early childhood development

44. Learning begins at birth and continues throughout the life of an individual. Care, attention and affection in the early stages of life determine, to a great extent, the child's later intellectual and emotional development. Relevant ECD programmes help to compensate for the deprived family and community environments of many children. A stimulating and caring environment is an essential foundation for education. Parents and caregivers need to have the knowledge and skills to promote and protect the normal growth and development of the young child. UNICEF support in this area will be

directed to improving the skills and capacities of parents and caregivers and to community- and family-based activities, with attention paid to cost-effectiveness and programme sustainability.

Adult education and literacy

45. Adult basic education is a key to quality of life, democratic empowerment and poverty alleviation. Moreover, children depend on adults - parents, relatives, caregivers, teachers, policy makers - and their decisions. Effective participation in education by parents and communities requires that they have basic information, knowledge and skills. The emphasis needs to be on expanding the opportunities for education and channels of information and communication for the whole society. Well-targeted, well-planned and sustained adult basic education programmes should replace isolated and untargeted interventions. In this regard, mass media provide an exciting challenge for the imaginative expansion of adult education.

Post-primary education

46. Current UNICEF policy is to confine its assistance to basic education, except for the training of primary teachers. Basic education in some countries includes the lower secondary stage. Moreover, basic education is a part of the total continuum of the national education system. Even before a country approaches the goal of universal primary education, the consequences for post-primary education will have to be given attention. Policy dialogue on the linkages between basic education and post-basic and secondary education is an appropriate UNICEF concern. For example, the problem of a post-primary learning gap for a large number of young people unable to enter the secondary school requires a consideration of policies regarding the expansion of the secondary stage and other post-primary alternatives. It is not too early to begin to address the "second generation" problems beyond universal primary education and the goals for the year 2000. In disadvantaged areas, support to secondary education for girls willing to take up a teaching career may be necessary to ensure that there are sufficient numbers of female teachers within the school system.

Education for children in emergencies

47. Education is a basic right of all children in all countries and in all situations. This includes re-establishing schools and other learning opportunities as soon as possible after a sudden disaster or other short-duration emergencies, and providing similar facilities and opportunities during a protracted emergency in order that children are not doubly victimized by the emergency. This is one of the most important means of restoring a sense of normalcy to the lives of children in communities disrupted by an emergency, and it can contribute to overcoming the psychological trauma that many will have experienced. Therefore, UNICEF advocates and supports the rapid re-establishment of the basic education system, especially primary education; advances the education of girls; and promotes active community participation in the planning and management of schools and other educational activities. Education programmes will usually be planned and implemented in phases based on a rapid assessment of the situation. A first phase typically focuses on what can be done rapidly to support local initiatives to restart classes (and recreational activities) for children. Later phases would focus on refining educational activities to suit local conditions, incorporating, among other things, life skills relevant to the prevailing situation; the provision of training and professional support to teachers and para-professionals; and the development of curricula and related materials such as educational kits. UNICEF will work closely with the Office of the United Nations High Commissioner for Refugees and UNESCO in relation to refugees and displaced people; and with UNESCO, UNDP, the World Bank, the World Food Programme and NGOs with regard to other emergency-affected populations. Learning methods and content of "peace

education" and conflict resolution may be promoted in or through schools in collaboration with other social sector programmes. Education programmes will be used, where necessary, to help children affected by psychological trauma and to counsel their families.

Education for children in especially difficult situations

48. Child labourers working under exploitative conditions constitute the majority of the world's children in especially difficult situations. A distinction has to be made between work for children that is not harmful to their health and well-being and that does not interfere with their education and child labour that is exploitative and an obstacle to children's participation in education. Primary education represents the most effective means to prevent and eliminate exploitative child labour. To attract child labourers into school, the provision of education services must be flexible in terms of schedule and location, and the relevance and quality of education must be upgraded. Responsive and participatory learning methods that stimulate attitudinal and behavioural changes are necessary for the social reintegration of exploited children. The commitment of employers, communities and Governments is needed for education programmes to reach the unacceptably large numbers of out-of-school child labourers.

49. UNICEF also will continue to advocate for and support basic educational services for children with disabilities. Whenever possible, these children should be accommodated in regular classrooms to facilitate their social integration and to offer them educational opportunities in a cost-effective manner. The principle that will guide this effort is that there are differences in children's learning preparedness and ability and education programmes have to be sensitive and responsive to these differences.

50. Children with human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) present a new, complex and growing challenge to society in a growing number of countries and to organizations such as UNICEF, which promote the protection of these children. Support will be provided for community-based programmes that recognize the rights and dignity of children with HIV/AIDS in order to enable these children to participate in education activities.

D. New emphases in UNICEF programmes

51. The following elements of UNICEF education activities represent new emphases in UNICEF assistance in education:

(a) Targeting major system problems, such as access, equity, retention and efficiency, and focusing on countries or regions with the greatest need and challenge in basic education, such as the nine high-population countries (the E-9 Group), sub-Saharan Africa and least developed countries;

(b) An emphasis on learning processes and outcomes and on developing mechanisms for monitoring that essential learning achievement has been attained in primary education;

(c) A systemic and systematic approach to the long-term development and sustainability of education systems, including work on policy analysis, research and data-based decision-making, supporting decentralized and area-based planning and management of universal primary education;

(d) Promoting cost-effective systemic reforms targeted at universalization of education, with quality enhancement. A particular area of concern is reducing repetitions at primary level;

(e) The effective use of new technologies for disseminating information and strengthening the process of education;

(f) Ensuring that education plays an important role in re-establishing normalcy in emergency situations and assisting the victims in their ability to cope;

(g) A concern with the years beyond primary education and with the education needs of children in the twenty-first century.

VI. PROGRAMME STRATEGIES

52. Following an evaluation of UNICEF-assisted programmes undertaken in 1992 by a group of donor Governments (E/ICEF/1992/CRP.7), the Executive Board has emphasized the importance of developing an overall programming strategy for UNICEF cooperation. This general strategy should encompass a conscious choice about the balance and mix of four main strategic approaches in the context of individual country situations: a focus on the delivery of services; capacity-building for sustainable social services in assisted countries; the empowerment of participants; and advocacy to promote social goals. UNICEF experience in education in the last decade also points to the need for developing and balancing strategic approaches to adapt to the diversity of country situations. The elements of strategies in UNICEF basic education programmes are presented below.

A. Expansion of services through a focus on policy development

53. One of the UNICEF contributions to expanding and revitalizing basic education will be to support policy development and policy dialogue. Where large amounts of financial resources will be required, UNICEF will provide catalytic support to the Government for developing, testing and piloting methods and approaches, and will work with other donors, NGOs, community organizations, and the private sector. At the level of policy formulation and advocacy, UNICEF will be interested in all aspects of education, but UNICEF financial and technical assistance will be directed strategically on the basis of an assessment of where assistance is vital and what other aid providers are doing in the area. UNICEF support will include:

(a) Developing and strengthening a legal and policy framework which clarifies the responsibilities and rights of citizens, civil society and the different levels of Government in regard to guaranteeing the provision of universal primary education. UNICEF also will help, where appropriate, to develop national and subnational education plans, with appropriate cost structures, to expand and improve primary education;

(b) Establishing decentralized, local, area- and school-based mechanisms for the planning and management of universal primary education, with a particular focus on the development of mobilizing and coordinating organizations such as village education committees and parent-teacher associations (PTAs). Support at higher levels of the system will be required in order to develop the policies, norms, programmes and training activities required to implement such an area-based approach;

(c) Strengthening the monitoring of progress towards universal primary education at national, subnational and local levels. Such monitoring should include the development of methods at the local level (e.g., through PTAs or education committees) to identify children not in school and those at risk of dropping out. Strategies need to be developed for encouraging and enabling these children to enrol and remain in school, and to track them through the completion of primary education. A particularly useful activity will be to undertake, in collaboration with UNESCO and other partners, assessments of national plans for achieving EFA by a certain date;

(d) The restructuring of education budgets in favour of primary and lower secondary education, tapping new sources and promoting cost-effectiveness. Recognizing continuing constraints to the funding of basic education for Governments and donors alike, UNICEF must remain concerned with reallocating public expenditures to raise the share of primary education both within education and in total budgets. Total education resources have to be augmented by attracting the contribution from communities, the private sector and the beneficiaries. In addition, UNICEF will help to identify ways of cost-effective utilization of education budgets, promote country-level studies of cost-effective reforms and support training in costing and financing;

(e) Developing public awareness campaigns, such as national enrolment days and the periodic public review of the results of monitoring progress towards universal primary education, designed to mobilize all partners in education towards the promotion of EFA.

B. Capacity-building at different levels

54. Another major strategy for UNICEF in education is capacity-building. Failure to achieve EFA is due to a variety of problems - economic, cultural and political. But the most common problem relates to weak institutional and human capacity within a country in areas such as research, policy analysis and development, planning and programming, including costing, information collection and management and monitoring. The achievement of educational goals in terms of both quantity and quality and the sustainability of these achievements over time absolutely require enhanced national capacities in these areas. Therefore, UNICEF will assist further in:

(a) Building or enhancing, in a systematic and phased manner, the technical and professional capacities of national, provincial, district and local institutions and organizations, both inside and outside of the Government. This will include central agencies such as curriculum development and teacher-training institutions, planning and management departments, district structures, ministry training centres and local organizations such as education committees and PTAs;

(b) Developing such capacity generally, beyond the pilot project or demonstration district, with the collaboration of other aid providers and national partners so that a critical mass is developed at all levels and in all regions of a country;

(c) Promoting sustainable methods and processes of capacity-building through the systematic development of existing regional, national and subnational training institutions;

(d) Supporting the development of awareness, interests and skills in communities so that they become actively involved in education and enhancing the capacities of community structures such as the parents' committee, the village education committee and the school management body.

C. Empowerment of beneficiaries

55. The involvement of parents in education, as individuals and through parents' associations and other collective bodies, and of community leaders and organizations, is an essential component of a successful education system. Greater participation, especially that which goes beyond the mere contribution of money and labour, can lead to greater local identification with and "ownership" of schools and, thus, to higher educational demand, more and better facilities and an education of higher quality and of greater relevance to local conditions and needs. Expansion of choices and experimentation with new ways of mobilizing resources for basic education by communities and local authorities need to be supported. In order to encourage these approaches, UNICEF will:

(a) Promote policies and strategies that strengthen community participation in the financing, planning, managing, implementing and monitoring of education. This can include helping to clarify and enhance the role of parents and PTAs and local education committees; training parents and education personnel (e.g., teachers and head teachers) in methods of collaborating for better education; identifying and implementing measures for addressing gender and other disparities; and establishing mechanisms within the system to monitor the extent of community involvement and to reward schools and education officials for encouraging such involvement;

(b) Support community-initiated school construction projects through the provision of technically sound construction models and, on an exceptional basis, some locally unavailable building materials;

(c) Develop methods to enable especially disadvantaged communities (e.g., isolated population groups and ethnic minority groups) to participate in primary education effectively, paying attention to the multi-cultural dimension of education.

D. Promotion of intersectoral linkages

56. Achieving the goals of EFA will depend to a great extent on establishing a close link between basic education and the other priority needs of children and women which form the foundation of human development. Area-based integrated services programmes have been supported by UNICEF in many countries in order to combine the provision of basic services for CSD within a specified area. In order to develop an integrated and holistic education programme through strengthening intersectoral linkages, UNICEF will underscore the following:

(a) In designing curricula and teacher-training materials, content and learning activities related to health, nutrition, family planning, environment and water supply and sanitation can be consciously incorporated;

(b) Where possible, schools should be the centre of convergence of basic services, with the provision of water, sanitation, health and nutrition, education and cultural and recreational activities for the community, facilitated through school and parents' organizations;

(c) The child-to-child programme, which links health, nutrition and environmental education beyond schools to parents and communities, will be promoted;

(d) The linkage of basic education with programmes for the development of girls and women can be enhanced by incorporating gender concerns in all basic education programmes. Also, adult education programmes for women can be linked to empowerment and income-earning capacity.

57. While basic education must support and be supported by other social services and development activities, schools and teachers should not be so burdened by the demands of intersectoral links that their main task of teaching the essential learning skills of reading, writing and arithmetic and basic life skills is neglected.

E. Advocacy and social mobilization

58. With regard to advocacy, social mobilization and partnership-building, UNICEF aims to work in close collaboration with other partners in the achievement of universal primary education. To do so, UNICEF will:

(a) Strengthen alliances at international, national and local levels, with a view to promoting and implementing basic education for all. Such

alliances will encourage collaboration in policy studies and dialogue, planning, capacity-building and the coordinated implementation of programmes;

(b) Continue to work with other agencies at headquarters, regional and national levels, including UNESCO (e.g., through the UNESCO/UNICEF JCE), UNDP, UNFPA and others;

(c) Support consensus-building, motivation and orientation of key stake-holders at all levels of the government hierarchy and sectors of society to promote a greater priority and commitment to EFA.

F. Resource mobilization

59. The lack of resources is often a critical bottleneck to achieving basic education. UNICEF has an important role to play in mobilizing attention, commitment and resources from all of its various partners, and in working collaboratively to put these resources to good use. Strategies in this regard include organizing debt relief for education. At the country level, UNICEF will encourage actions that will help to generate adequate resources for basic education, such as advocacy for the 20/20 approach and critical review of the allocation of public resources for basic education, restructuring of education budgets, allowing an appropriate role for the private sector and promoting contributions from the beneficiaries when this is not unduly burdensome. The effort to augment resources for basic education will have greater success when it is demonstrated that available resources are used efficiently and effectively.

60. UNICEF also will join advocacy for establishing compacts between individual countries and donors willing to provide sustained support for education over the medium to longer term, thus enabling poorer and least developed countries to make serious commitments to EFA. UNICEF advocacy also can be directed towards debt relief linked to education expansion and other forms of social investment as called for in the World Summit for Children Declaration and Plan of Action as well as the WSSD Programme of Action.

VII. MANAGING UNICEF COOPERATION IN BASIC EDUCATION

61. UNICEF cooperation in basic education is to be viewed within the perspective of the overall UNICEF mission for child survival, development and protection. Management of cooperation in the area of education at the country level is anchored in the country programme of cooperation and is influenced by the adequacy and effective use of the organization's human and financial resources.

62. The UNICEF country programming process ensures the placement of sectoral interventions within the broader socio-economic development framework, which promotes greater local management, an integrated approach and a synergistic outcome. Cooperation in basic education will be developed within this framework, taking the national education plans as the basis. UNICEF support will be deployed strategically, balancing activities and involvement at national, subnational and local levels and applying the strategies of advocacy, capacity-building and community participation.

63. With field offices in over 130 countries, UNICEF is well-positioned to assist countries in their efforts to reach the EFA goals. UNICEF, being a decentralized operational agency, places a great deal of responsibility on country offices and some 140 education officers in these offices to assist countries to develop and implement tailor-made programmes to suit the specific conditions of each country. In carrying out this responsibility, the education programme officers are supported by the technical expertise of the advisers from regional offices and the headquarters office in New York. The critical issues

to be addressed in this regard are twofold: (a) systematic collaboration among country, regional and headquarters staff in order to optimize UNICEF support to countries; and (b) the need to upgrade staff capacity at all levels to strengthen UNICEF overall capacity and to enhance its comparative advantage in supporting basic education. Country offices, in particular, have to work with high-level policy and decision makers, other aid providers, NGOs, communities and institutions of the civil society; therefore, the education programme officers must have a high professional standing. The increasing need for UNICEF to be involved in policy development, planning and advocacy underscores the nature of capacities required. Implementation of the UNICEF management review is expected to address this question.

64. As noted in paragraph 16 above, programme expenditure in education more than doubled between 1987 and 1994 and the plan is to increase it further by the end of the decade. In the decentralized operation, the allocation will increase only if the UNICEF country programmes allot a higher share of the programme budget to education. The country programme recommendations presented to the Executive Board in 1995 allocated an average of 17 per cent of programme budgets to education. In order to attain the corporate target, it needs to be ensured that this allocation is actually utilized and raised further. The donors of supplementary funds to UNICEF also have an important role in raising the share of programme expenditure for education. Since almost one half of UNICEF programme funds are derived from supplementary contributions, the education expenditure can be increased if donors commit additional amounts of earmarked supplementary contributions to education. By the same token, fund-raising efforts at both headquarters and country levels need to focus more attention on funding needs for basic education.

65. As a key management tool, monitoring and evaluation play an important part in the effective implementation of UNICEF programmes. Several initiatives are being undertaken, in cooperation with partner agencies, Governments and institutions of excellence, to improve the collection and use of relevant educational data. As an integral component of situation analyses, UNICEF will promote the use of comprehensive education analysis to conduct a systematic analysis of the goals, objectives, status, needs, constraints and development priorities of the national educational system. The extensive use of essential education indicators is required to support education analysis and to strengthen management information systems. This capacity will have to be enhanced at national and decentralized levels.

66. As the goal of universal primary education becomes a reality, UNICEF will have to pay greater attention to the problems of post-primary transition as well as to the other complementary elements that constitute the broad vision of basic education.

VIII. DRAFT RECOMMENDATION

67. The Executive Director recommends that the Executive Board approve the following draft recommendation:

The Executive Board,

Having reviewed the report on UNICEF strategies in basic education (E/ICEF/1995/16),

Noting with satisfaction UNICEF efforts to assist countries to achieve the goals for children in the 1990s by implementing national programmes of action and encouraging progress towards reaching the EFA decade goals;

1. Endorses the framework for education programmes, including the scope, objectives, areas of action and strategies, set forth in document E/ICEF/1995/16;

2. Encourages the UNICEF secretariat, in collaboration with national partners and external providers of assistance and in selecting strategic areas of assistance in country programmes, to continue:

(a) To focus on universal access to primary education - increasing the enrolment, retention and completion rates of learners through unified primary education systems that combine, as necessary, formal and non-formal approaches and give priority to girls;

(b) To support the improvement of quality in primary education in order to enable learners to acquire a minimum required level of skills and knowledge through, inter alia, such necessary measures as the assessment of learning achievement, child-centred learning approaches, innovations in respect of teaching personnel and their training and improvement in quality and quantity of learning materials;

(c) To promote parents' knowledge and skills and community- and family-based approaches for ECD as well as "second chance" basic education for youth and women as supporting elements of universal primary education;

(d) To increase allocations in country programmes of both general and supplementary resources to basic education in line with medium-term plan targets and the key role of basic education in promoting sustainable progress in the well-being and development of children;

3. Urges the UNICEF secretariat to put a greater emphasis in its programmes on:

(a) Targeting the major systemic problems in basic education such as equity, efficiency, quality, relevance, costs and financing and management, and countries and regions with the greater need and challenge in basic education, such as the nine high-population countries, Africa and least developed countries, focusing on appropriate national policies and strategies to address these problems;

(b) Building the capacity of countries to plan and implement education programmes by strengthening national and local institutions, with particular attention to supporting decentralized and area-based planning, management, monitoring and mobilization for universal primary education;

(c) Adopting a systemic and systematic approach to long-term education development, promoting cost-effective reforms, resource mobilization and sustainable strategies for universal opportunities with quality enhancement;

(d) Providing education services for children in emergencies, in collaboration with other organizations, with the aim of restoring as much normalcy as possible in children's lives, and expanding education opportunities for children in other difficult situations, including working children and children with disabilities, recognizing that education programmes must be responsive to different circumstances and characteristics of children;

4. Requests the Executive Director to assess and adopt measures to reorient and strengthen UNICEF capacity to play its role effectively in assisting developing countries to reach the goals of EFA.

Annex

PRIMARY SCHOOL ENROLMENT, RETENTION, GENDER DISPARITY AND GROSS NATIONAL PRODUCT BY COUNTRY/REGION a/

Country/region	Primary school enrolment ratio (gross, 1986-1992) Total	Male	Female	Percentage of primary school children reaching grade 5 (1986-1992)	Primary school enrolment ratio: girls as percentage of boys (1986-1992)	GNP per capita (in United States dollars) (1992)
Sub-Saharan Africa b/						
Somalia	12	15	8	..	53	150
Ethiopia	25	29	21	31	72	110
Malawi	26	32	19	76	59	310
Niger	29	37	21	82	57	280
Guinea	37	50	24	59	48	510
Burkina Faso	38	46	29	63	63	300
Liberia	40	51	28	..	55	450
Sierra Leone	48	56	39	..	70	160
Mauritania	56	63	48	77	76	530
Benin	59	78	39	47	50	410
Senegal	59	68	49	88	72	780
Guinea-Bissau	60	77	42	20	55	220
Mozambique	60	69	50	34	72	60
Chad	65	89	41	76	46	220
Malawi	66	72	60	46	83	210
Central African Republic	69	85	52	65	61	410
United Republic of Tanzania	69	70	68	79	97	110
Côte d'Ivoire	70	81	58	73	72	670
Burundi	70	77	63	62	82	210
Nigeria	71	79	62	65	78	320
Rwanda	71	72	70	60	97	250
Uganda	71	78	64	..	82	170
Zaire	76	87	64	..	74	230
Ghana	77	84	69	69	82	450
Angola	91	95	87	34	92	610
Madagascar	92	93	91	38	98	230
Kenya	95	97	93	67	96	310
Zambia	97	101	92	..	91	290
Cameroon	101	109	93	66	85	820
Mauritius	106	104	108	98	104	2 700
Lesotho	107	97	116	65	120	590
Togo	111	134	87	70	65	390
Botswana	119	116	121	84	104	2 790
Namibia	119	112	126	53	113	1 610
Zimbabwe	119	120	118	94	98	570
South Asia						
Afghanistan	25	32	17	43	53	280
Bhutan	25	31	19	..	61	180
Pakistan	42	54	30	48	56	420
Bangladesh	77	83	71	47	86	220
Nepal	81	108	54	..	50	170
India	98	112	84	62	75	310
Sri Lanka	108	110	106	95	96	540

Annex (continued)

Country/region	Primary school enrolment ratio (gross, 1986-1992) Total	Male	Female	Percentage of primary school children reaching grade 5 (1986-1992)	Primary school enrolment ratio: girls as percentage of boys (1986-1992)	GNP per capita (in United States dollars) (1992)
East Asia and the Pacific c/						
Papua New Guinea	71	76	65	69	86	950
Thailand	90	92	88	88	96	1 840
Malaysia	93	93	93	98	100	2 790
Lao People's Democratic Republic	98	112	84	..	75	250
Mongolia	98	96	100	..	104	780
Viet Nam	103	106	100	..	94	240
Myanmar	104	107	100	..	93	220
Democratic People's Republic of Korea	104	108	100	..	93	970
Republic of Korea	105	103	106	100	103	6 790
Hong Kong	105	105	105	..	100	15 360
Singapore	109	110	107	100	97	15 730
Philippines	112	113	111	75	98	770
Indonesia	117	119	114	83	96	670
China	123	127	118	86	93	470
Middle East and North Africa d/						
Sudan	50	56	43	94	77	420
Kuwait	56	56	55	..	98	16 150
Morocco	66	78	54	80	69	1 030
Saudi Arabia	77	82	72	88	88	7 510
Yemen	77	111	43	..	39	520
Algeria	96	103	88	95	85	1 840
Jordan	97	96	98	100	102	1 120
Oman	100	104	96	96	92	6 480
Egypt	101	109	93	91	85	640
Syrian Arab Republic	109	115	103	92	90	1 160
Iraq	111	120	102	72	85	1 500
Iran (Islamic Republic of)	112	118	105	90	89	2 200
Lebanon	113	115	110	..	96	2 150
Turkey	113	115	110	98	96	1 980
United Arab Emirates	116	117	114	89	97	22 020
Tunisia	117	123	110	88	89	1 720

Annex (continued)

Country/region	Primary school enrolment ratio (gross, 1986-1992) Total	Male	Female	Percentage of primary school children reaching grade 5 (1986-1992)	Primary school enrolment ratio: girls as percentage of boys (1986-1992)	GNP per capita (in United States dollars) (1992)
Latin America and the Caribbean						
Haiti	56	58	54	47	93	370
El Salvador	77	76	77	45	101	1 170
Guatemala	79	84	73	..	87	980
Bolivia	85	89	81	60	91	680
Dominica	96	95	96	..	101	1 050
Trinidad and Tobago	96	96	96	89	100	3 940
Chile	98	99	97	98	98	2 730
Brazil	99	101	97	39	96	2 770
Venezuela	99	98	100	86	102	2 910
Nicaragua	101	98	104	46	106	340
Costa Rica	103	103	102	84	99	1 960
Cuba	103	103	102	91	99	1 170
Honduras	105	102	107	..	105	580
Jamaica	107	105	108	98	103	1 340
Panama	107	109	105	82	96	2 420
Uruguay	108	109	107	94	98	3 340
Paraguay	110	111	108	70	97	1 380
Colombia	111	110	112	58	102	1 330
Argentina	112	108	115	..	106	6 050
Mexico	114	115	112	80	97	3 470
Ecuador	118	119	117	67	98	1 070
Peru	123	125	120	..	96	950

Source: UNICEF, The State of the World's Children 1995.

a/ Countries are listed according to total gross primary enrolment rates (from low to high).

b/ Data not available for the Congo, Eritrea, Gabon and South Africa.

c/ Data not available for Cambodia.

d/ Data not available for the Libyan Arab Jamahiriya.